DOCUMENT RESUME

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IDENTIFIERS	*Sterling Municipal Library TX

ABSTRACT

The Sterling Municipal Library (Baytown, Texas) has conducted an adult literacy project since 1986. The project provides uses Literacy Volunteers of America methodology to teach basic reading as well as English as a second language to all adults with low literacy skills who request the services. No fees are charged for the services. A special collection of reading materials is also available to promote independent learning. A grant allowed the project to accomplish the following: (1) fund a part-time literacy specialist position; (2) provide printing costs for a student literary publication; (3) expand two intergenerational satellite facilities; and (4) provide instructional materials, dictionaries, and supplemental reading materials. The project was especially successful in implementing its family literacy program and providing materials for parents and children. (Appended to this report are a tutor survey, program newsletter, book lists, and samples of the student publication, "Brighter Horizons.") (KC)

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STERLING MUNICIPAL LIBRARY

FINAL PERFORMANCE REPORT

submitted by
Jane P. Brody

LIBRARY LITERACY PROGRAM
FY 1992

GRANT # R167A20278

U.S. DEPARTMENT OF EDUCATION
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FINAL PERFORMANCE REPORT
LIBRARY LITERACY PROGRAM
FY 1992

Part I: General Information

1. Grant recipient:

   Sterling Municipal Library
   Wilbanks Avenue
   Baytown, TX 77520

2. Contact Person:

   Jane Brody
   Literacy Program Coordinator
   713/427-7331

3. Grant Number: R167A20278

4. Grant Amount: $35,000

5. Amount Expended: $35,000

Part II: Quantitative Data

Provide the following information about this project by filling in the blanks or putting a checkmark next to the answer that best describes your project. If any of the questions are not relevant to this project, write N/A.

1. What is the size of the community served by this project?

___ under 10,000
___ between 10,000 - 25,000
___ between 25,000 - 50,000
_X_ between 50,000 - 100,000
___ between 100,000-200,000
___ over 200,000

2. What type of project was this? (Check as many as applicable)

_X_ Recruitment
_X_ Retention
___ Space Renovation
___ Coalition Building
___ Public Awareness
_X_ Training
___ Rural Oriented
_X_ Basic Literacy
___ Other (describe)___________________________

_X_ Collection Development
_X_ Tutoring
___ Computer Assisted
_X_ Other Technology
_X_ Employment Oriented
_X_ Intergenerational/Family
_X_ English as a Second Language (ESL)

3. Did you target a particular population? (Check as many as applicable)

___ Homeless
___ Hearing Impaired
___ Visually Impaired
_X_ Learning Disabled
___ Mentally Disabled
_X_ Workforce/Workplace
___ Inmates of Correctional Institutions
___ Other (describe) ___________________________

___ Homebound
___ Seniors/Older Citizens
___ Migrant Workers
___ Indian Tribes
_X_ Intergenerational/Families
_X_ English as a Second Language

4. If this project involved tutoring, what tutoring method was used?

___ Laubach _X_ LVA ___ Michigan Method
___ Orton-Gillingham ___ Other (describe)

5. If this project involved tutoring, how was it provided? (check as many as applicable)

_X_ one-on-one tutoring _X_ small group instruction
_X_ classroom instruction

6.(a) If this project involved tutoring, was the learning progress of the adult literacy students quantitatively measured? _X_ yes ___ no

(If "yes", identify any tests, questionnaires, or standard methods used and summarize student results.)

Basic reading test = LVA READ Test (majority of entering students have a second-grade reading proficiency)
ESL test = LVA ESLOA (majority of entering students have some oral survival skills; however, most have little or no reading)
Dyslexia tests = Peabody Picture Vocabulary Test, Slosson Oral Reading Test, Jorden Written Screening Test, Frostig
Writing sample = non-scored assessment we developed (majority of students can write name & address; none can write a coherent paragraph)

6.(b) If this project involved tutoring, were qualitative outcomes of student progress documented? _X_ yes ___ no

(If "yes", briefly describe how progress was determined and summarize student results. You may attach samples of any documents used to record observations or demonstrate outcomes.)

We developed progress notes (attached) for tutor/student reporting.

Contributions to Brighter Horizons provided insights into progress.

7. During the course of this project were any of the following items produced? If so, attach a copy to each copy of the report.

___ bibliography
_X_ curriculum guide
___ training manual
___ public relations audiovisual
___ training audiovisual
_X_ recruitment brochure

_X_ resource directory
___ evaluation report
_X_ survey
_X_ newsletter(s)
_X_ other (describe)
"Literacy Lifeline," a weekly newspaper column for adult new readers.

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8. During the course of this project:

How many adult learners were served? (i.e., individuals who made use of the library's literacy project services in some way) 3349
Of those served, how many received direct tutoring service? All
How many hours of direct tutoring service did they receive? 6151
How many new volunteer tutors were trained? 116
How many current volunteer tutors received additional training? 118
How many volunteer tutors (total) were involved? 108
How many non-tutor volunteers were recruited? 3
How many service hours were provided by non-tutors? 182
How many librarians were oriented to literacy methods, materials, and students? 5
How many trainers of tutors were trained? 2

Part III: Narrative Report

Provide a narrative report that includes the following information:

1. A comparison of actual accomplishments to the goals and objectives set forth in the approved application. Describe any major changes or revisions in the program with respect to approved activities, staffing, and budgeting, including unspent funds. Explain why established goals and objectives were not met, if applicable.

2. Provide a comparison between proposed and actual expenditures by budget category, i.e., personnel, travel, materials, etc.

3. Provide, as appropriate, specific details as to the activities undertaken -- e.g., if library materials were acquired, describe the kinds of materials purchased; if a needs assessment was conducted, describe the results of the assessment; if training was provided, describe the training and include the dates and topics; if services were contracted out, describe the contractor's activities.

4. Describe the role the library has played in the accomplishment of the goals and objectives set forth in the approved grant, including whether the library was involved in the project's implementation or as a resource and site only.

5. Provide names of agencies and organizations recruited to volunteer their services for the literacy program or that were involved in the coordination and planning of the literacy program. Describe the nature of their role.

Part III: Narrative Report

Project Background

Sterling Municipal Library's Adult Literacy Project began January 1, 1986, with the aid of a one-year grant from the Houston Area Library System, of which we are a member. We have been supported through library system grants, corporate and foundation grants, private donations, and library budget. We have also been awarded eight U.S. Department of Education LSCA grants to cover supplemental materials. Our project provides free, confidential, one-to-one tutoring to all totally and functionally illiterate adults in our service area. Not only do we service citizens within Baytown itself, but we have also enrolled students from all of eastern Harris Country and western Chambers County. All tutoring is performed in the library during regular hours of operation which total 60 hours per week. Special projects in the areas of family literacy and workplace literacy are conducted off site.

The project utilizes the Literacy Volunteers of America methodology teaching basic reading as well as English as a second language. A community referral service has been established between the library and the local community college, Lee College. The library refers all students interested in G.E.D. instruction. Similarly, Lee College refers to us students who have exhibited the need for intensive, one-to-one reading assistance at very low levels. We also have expanded referring partners to include the Goose Creek Consolidated Independent School District, and other social service agencies.

We have learned that potential students are easily deterred by fees and materials' charges. Even minimal costs can cause the loss of family support. Therefore, our students are not assessed any fees for reading services. All materials are provided by the library, including pens and paper. Workbooks and dictionaries are also provided free of charge. A special collection of reading materials has been established to promote independent learning. This collection includes recreational reading as well as consumer and vocational information. Over 2,000 titles are in this collection. Subject bibliographies have been created to stimulate independent use of the collection by adult new readers.

Since January 1986, we have serviced over 600 students. Statistically, students have been equally mixed between Anglo, Hispanic and Black populations and have included a small group of Asian students. To provide support for our students, bi-monthly newsletters are sent to their homes. A telephone support service is also used to check on student needs.

Our trained tutors are exclusively volunteers who have agreed to donate a minimum of two hours per week for one year to tutor another adult in reading. Each tutor undergoes a 19-hour training session. The core of our tutor team comes from a senior citizen's group, the Baytown Retired Teachers Association, which has adopted our project as its service function. Other tutors come from all economic and education backgrounds and include many retired and current Exxon employees, as well as current Miles, Inc. employees. We have also been pleased that we have enlisted some of our handicapped citizens in our group of tutors.

Tutors are supplied with a collection of instructional texts to support their instruction. While Literacy Volunteers of America teaching methods are used within the program, the methods espoused by Laubach and other groups are provided for reference. All consumable materials in the form of lesson plan guides, transparencies, notebooks, etc. are provided free of charge to the tutors. Instructional aids to foster audial, visual, and kinesthetic approaches to instruction are also made available.

To keep the tutors updated as to the materials that are available to them, bi-monthly newsletters are published. We also realize that our tutors are not trained reading educators or diagnosticians; therefore, we provide bi-monthly in-service training sessions for them. For resources, we have won the support of our local school district and Lee College which have provided trained reading diagnosticians as instructors for our in-services.

New tutor training sessions have been held bi-monthly and are publicized through the local newspaper and speeches before local service organizations. To date, both of these methods, coupled with previously mentioned means of publicity, have provided filled quotas for each training workshop.

The entire program is supervised by a staff professional librarian who has completed training in literacy tutoring, tutor training, and literacy program management; a part-time literacy project coordinator who is a professional educator and has also undergone tutor training, trainer training and program management; two part time literacy specialists who assist the literacy coordinator and implement the off-site family literacy projects; three part-time clericals, and trained staff at off-site family literacy projects.

Grant Usage

The following goals and objectives were met as a result of this grant:

I. Fund a part-time literacy specialist position

Our literacy program is comprised of the following components:

- one-to-one basic literacy
- small group ESL
- three intergenerational projects
- one workplace literacy project
- service to adult dyslexics

The following statistics were amassed:

Adult Students Directly Served (# of students per session x # of sessions of service)	Contract Hours of Tutoring
3,349 students	6,151

Our literacy specialist's expertise was sought by state and national literacy organizations. In April, she made a presentation at the National Center for Family Literacy Conference on utilizing volunteers in family literacy projects. Over 80 people attended. In July, she conducted a workshop on lesson plans for ESL small groups at the LVA-Texas state conference. Area libraries and literacy programs also visited our workplace and intergenerational projects. They received additional information from the literacy specialist on our library's collection for adult new readers. In August, the specialist conducted a literacy tasks analysis at the work site of one our dyslexic students. She also provided customized lesson plans for two coworkers who tutor the student at this workplace.

The program utilizes the "50-50" management strategies developed by LVA; i.e., 50% of a program's efforts are devoted to recruitment and 50% of the efforts are devoted to support and retention. Without the 30 hours per week, grant-funded specialist services provided by this grant, success would not have been achieved. We are most grateful and feel that our program exhibits the best that Title VI has to offer.

II. Provide printing supply costs for the student literary publication Brighter Horizons

Three hundred fifty copies of each issue are distributed through mailings to literacy groups, donors, and individuals having an interest in our literacy program. In addition, all members of the Houston Area Library System, city officials, tutors and students receive copies. We have been very honored that numerous LVA affiliates throughout the U.S. have requested copies of Brighter Horizons for their students.

This grant provided for four issues. Because students submitted less than 10 stories during the summer months, the fourth quarter edition was combined with the October issue. The library provided the costs for editing, typing, layout and design, printing, collating and distribution.

Through another grant program we offer a small incentive program for students in our workplace literacy project. These students receive a free book for adult new readers for every three stories they submit to Brighter Horizons. Students responded well to this program; a total of 34 free books were distributed. The incentive program was featured in "Hands on English," a national periodical for ESL teachers. A copy of the article is enclosed.

Publicity generated by Brighter Horizons was also responsible for the national recognition that our program received. ABC Television, which sponsors the National Literacy Honor, learned of two of our outstanding students via this publication. One student was chosen and he and his tutor were congratulated by President and Mrs. Bush in a special White House ceremony in November, 1992. In December, a national broadcast of the ceremony on ABC-TV highlighted our library's workplace literacy program.

Samples of each issue are enclosed.

III. Expand two intergenerational satellite facilities

The joy of reading has long been a priority for both public libraries and schools in America. The tragedy, however, is that one out of every five American adults lacks the basic skills needed to share in this joy. A study conducted by the U.S. Department of Education called A Nation at Risk found that children whose parents read to them before they start school tend to perform better in school. However, millions of parents lack the basic skills necessary to help their children in this rudimentary way. Between one-fifth and one-third of all parents cannot read a bedtime story to their children. In addition, children who grow up in homes devoid of books and print materials cannot develop a love for the printed word. Research indicates, then, that while illiteracy and poor reading skills are not hereditary, they can be generational since poor reading habits are passed from parent to child.

Further studies into illiteracy predict that unless drastic changes are made in the next 10 years, these growing children will enter the workforce ill-equipped to meet changing technological demands. According to the Hudson Institute's report *Workforce 2000*, these trends, when coupled with the predicted smaller growth in the labor force, project that by the year 2000 employers will experience serious skill shortages not experienced since World War II.

Comparing the results of these two studies as well as others leads one to propose that approaching illiteracy "holistically" is a solution to breaking the cycle. Intergenerational literacy programs can provide this holistic approach since the literacy of the entire family unit is remediated. To that end, we initiated an intergenerational model at two separate sites, one targeting Hispanics while the other targeted blacks. Partners included the library, the Goose Creek Independent Consolidated School District, a community group sponsored by Lee College, the Hispanic Educational Access Committee (HEAC), Hispanic-owned businesses, the Exxon Black Resources Network, and the concerned Citizens of McNair.

The model developed by Denise Fischer and Kathy Barnett calls itself "Families Reading Together." Its roots are found in Boston University's "Collaborations for Literacy" pioneered by Ruth Nickse. Yet, it takes the "Collaborations" model to the next generation by employing specific educational objectives for each level of participant. The "Families Reading Together" model utilizes specific instructional units which take four weeks to complete. In addition, the model establishes four district "tracks," one for adults, one for school-aged children, one for preschoolers, and one for infants. The tracks function independently as well as in tandem with one another. By providing enrichment activities for all age groups, families do not have to worry about child care to participate in the program. The Great Plains National Instructional Television Library (GPN) produces program notes for the *Reading Rainbow* titles which also provide ideas for these activities.

Entering into a partnership with the school district was welcomed by both sides. In fact, public library/school district sponsorships have a long history in our community. The HEAC and the Exxon Black Resource Network include citizens who have set as a priority the educational enrichment of Hispanic and Black citizens. The Concerned Citizens of McNair is a Black civic group which wishes to improve the quality of life in this impoverished neighborhood. Many are both Friends of the Library and school district employees. Each partner assumed responsibility for a specific set of tasks in the model. The district agreed to provide two elementary school campuses as sites for the project as well as the efforts of Chapter I school counselors. The HEAC, Black Resource Network, and Concerned Citizens of McNair adopted the task of recruiting the volunteers who would serve as tutors. The library provided the financial support in the form of materials, training, and site coordinators, one of whom is bilingual.

The campuses chosen for the project had been designated by the federally funded Chapter I program as economically and culturally disadvantaged campuses. They were also located in predominately Hispanic and Black neighborhoods. The scores achieved by students in the Texas Assessment of Academic Skills (TAAS) proved to be one of the lowest in the district, and parental involvement in school functions was often lagging. Using these campuses would provide us with the opportunity to create a unique extra-curricular activity.

Only parents of campus children were chosen for this project. This was to further our goal of fostering a stronger feeling of loyalty to the schools. We targeted only those parents whose low literacy levels could not provide the nurturing, educational environment in the home. All parents realized that they were making a weekly commitment for themselves and their children; a commitment that would last from October through May. Forty-eight persons were tutored by 14 volunteers. All parents were pretested using the LVA READ test and were given vision and hearing screens. All parents tested below the third grade level.

During each two-hour session, parents spent one hour learning to read materials of interest to themselves using the traditional LVA methodology. Most of these studies revolved around job-related or work skills. The field tested LVA series *Read On! II* was used as a basic skills text. The second hour was equally divided between learning to read a targeted children's book and group parenting skills. The model used the "Reading Rainbow" children's books and TV series as materials at the site for black families. The Hispanic families utilized fairy tales as a means for exploring the parenting implications found in these tales. Sixteen curriculum units were written during the grant period. The parenting skills series used was Contemporary's "Let's Work it Out." The texts were written at a second/third grade level. Additional samples of quality children's reading materials were also made available for parents to borrow.

School-aged children spent their first hour in a small group setting on TAAS vocabularies and English oral proficiency. The second hour found the children learning vocabulary and thematic content that, unbeknownst to them, corresponded to information they would need to appreciate the targeted book their parents were mastering. These skills were taught using discussion and craft activities. We learned very early in the project that vocabularies taken for granted in homes more culturally and literally exposed were absent here. Discussion involving simple contrasts between "Back East" and "Out West" found that even terms like "skyscraper" could not be pictorially envisioned by students in the fourth grade.

Preschool children, who were mostly monolingual Spanish speakers at one site, were placed in small group tutoring and taught English vocabularies and prereading skills. They, too, participated in thematically based craft activities.

The fourth session in the unit brought parents and children together in their family units to share the learned book. Because of the prereading activities, both parents and children could share the impact of the book as well as the nurturing experience of sharing literature. Once complete, all parents and all children joined together to discuss the book. Literal comprehension and sequencing were explored with the children, while higher levels of comprehension (inferential, comparative, evaluative) were explored with the adults. The concept of a book discussion was an entirely new experience for parents. It did not take them long, however, to begin to share their thoughts. Sample comprehension questions were included in each unit's curriculum guide; therefore, the discussion had been somewhat practiced during one-to-one tutoring time.

Children were next asked to present and explain their crafts to the group. This not only worked with oral language skills, but also improved self-esteem and confidence. Free children's books were then awarded to those parents who earned them during the month by reading at least four books to their children. This guaranteed the literature would find its way into the family's personal library. It also illustrated the power and influence of reading; because, the more you read, the more free books you earned. Parents read 502 books to their children from October 1992 through May 1993.

In May, parents who had been in the program for one year were post tested using the LVA READ test. Reading and listening comprehension skills increased by one full grade level. This is consistent with program expectations after one year of instruction. All test data indicates that students are learning the essential skills necessary to be independent readers.

Significant increases in self-esteem and self-confidence have been demonstrated by both parents and children. Several parents attended their first parent/teacher conference; other parents are now school volunteers. Parents also report the following:

"I am learning good things for my children."

"I like the students helping my child with his homework."

"I would like to have three hours of class instead of two."

Though formal sessions of "Families Reading Together" went on a hiatus during the summer, the families continued their literacy education. Parents enrolled their children in the library's summer reading club, thus continuing their reading habit.

Empowerment was one goal of this project. We can document success in this area, too. Parents are now attending meetings held by the school district relating to education and Hispanics. They are also more willing to speak their concerns.

Thanks to a United Way grant, an additional intergenerational literacy model was developed for monolingual Spanish speakers and their children. Parents are taught English literacy and fluency through a curriculum based upon academic parenting. While parents are engaged in twice weekly class sessions, their children are tutored in small groups by trained volunteers. Time is set each week for parents and children to engage in academic interactions. The library's Bookmobile visits the site each week for additional parent/child reinforcement of learned skills. Forty adults and over 100 children participate in this exciting program from September through May. The parents read a total of 3,534 books to their children during this project.

Through an LSCA Title I grant, we replicated this model at a second Chapter I elementary school beginning in September, 1993. Fifty adults and over 150 children are participating though August, 1994.

Intergenerational Projects' Combined Statistics

1,683 adult students directly served

(direct service = number of students per session x number of sessions)

3,317 contact hours of direct service

IV. Provide instructional materials, dictionaries, and supplemental reading materials

Many of the materials used within the literacy program are paperbacks or workbooks, and, therefore, ephemeral in nature. Grant funds not only rejuvenated the collection but also provided consumable texts as well. Subject bibliographies of our adult new reader collection are provided to foster independent use by students. A sample is enclosed.

Materials Purchased

20 beginner dictionaries

20 beginner dictionary workbooks

20 intermediate dictionaries

20 intermediate dictionary workbooks

15 advanced dictionaries

20 picture dictionaries

20 dictionary workbooks

60 workbooks for students

240 children's books

180 library books

In conclusion, we appreciate being granted these Title VI funds during FY 92. We feel that the materials and services have greatly enhanced our ability to provide quality and varied remedial reading instruction for our adult literacy students.

Budget Comparison

FY 1992

	Budget	Expended
Salary and Wages	28,872.00	24,502.00
Supplies	370.00	370.00
Library Materials	5525.00	9895.00
Other (dissemination Brighter Horizons)	233.00	233.00
TOTAL	**35,000.00**	**35,000.00**

STUDENT PROGRESS NOTES

I'm really proud of my student ______________________________ For your report, s/he:
(name)

- ___ passed the citizenship test
- ___ received a driver's license
- ___ began GED classes
- ___ got a better job/got a job
- ___ conquered some survival skills
- ___ improved parenting
- ___ voted
- ___ entered other education/training
- ___ got a library card
- ___ is no longer receiving public assistance
- ___ other (please list)

____
(signed by tutor)

____
date

"FAMILIES LEARNING TOGETHER"
ADULT CURRICULUM
OBJECTIVES - GROUPS 1 AND 2

Upon completion of weeks 21-23, students will be able to:

1. Demonstrate speaking, reading and writing of time as related to the tasks of their daily life

2. Identify the following consonants by name and sound: [c, z, k]

3. Identify 3-5 sight words from their language experience story about class times

4. Define the terms "affection" and "respect" in terms discussed during the parenting sessions

5. Demonstrate their ability to help their children with homework tasks

"FAMILIES LEARNING TOGETHER"
ADULT CLASSROOM CURRICULUM
LESSON PLANS - GROUPS 1 and 2

***NOTE:** Beginning with this unit, parenting skills will only be covered once a week on Thursday from 4:30–5:00 p.m.*

TIME	PROCEDURES
WEEK 21 (11-4-92)	
3:30 - 5:30	1. Collect and review homework 2. Practice conversation: talk about days of the week, what do they do on certain days 3. Practice writing: copy days of the week 4. Phonics lesson: [c] 5. Practice reading: telling time-begin workbook and handout exercises 6. Homework: write the days and times you go to school 7. Listening exercise: choose a simple text, read, then ask oral comprehension questions
WEEK 21 (11-5-92)	
3:30 - 4:30	1. Collect and review homework 2. Practice conversation: instructor's choice 3. Practice writing: copy abbreviations (short form) of days of the week 4. Phonics lesson: review [c] 5. Practice reading: begin language experience story about class times. Target 3-5 sight words from story for students to learn. 6. Homework: write sight words five times each 7. Listening exercise: ask each student to tell about something they studied in class this week
4:30-5:00	PARENTING SKILLS Continue studying Showing You Care
5:00-5:30	Parents meet with children in cafeteria and study spelling words or share a book.

WEEK 22 (11-11-92)

3:30 - 5:30

I. Collect and review homework
2. Practice conversation: What time do you get up in the morning?
3. Practice writing: copy sight words
4. Phonics lesson: [z]
5. Practice reading: continue exercises on time
6. Language experience story: continue study
7. Homework: students copy language experience
8. Listening exercise: instructor's choice

NOTE: Remind students that school is closed tomorrow. No classes.

WEEK 23 (11-18-92)

3:30 - 5:30

1. Collect and review homework
2. Practice conversation: What did you do last Thursday?
3. Practice writing: review family words-copy: husband, wife, mother, father, son, daughter, brother, sister
4. Phonics lesson: review [z]
5. Homework: use dictionary to find 3-5 words that begin with [z]
6. Continue study of language experience story. Ask comprehension questions, have volunteers read aloud.
7. Listening exercise: instructor's choice

WEEK 23 (11-19-92)

3:30 - 4:30

I. Collect and review homework
2. Practice conversation: instructor's choice
3. Practice writing: copy today's date
4. Phonics lesson: [k]
5. Review sight words with a game: concentration, dominoes, word search (your choice)
6. Homework: complete all workbook/handout exercises

4:30-5:00

PARENTING SKILLS
Continue studying Showing You Care

5:00-5:30

Parents meet with children in cafeteria, study spelling words, share a book

LESSON PLAN
MARCH 9 - APRIL 6, 1993
HUMPHREY THE LOST WHALE

THEME: Learning about whales enables us to help them survive in our environment.

TOPICS FOR DISCUSSION:

In the story, Humphrey becomes lost and swims into San Francisco Bay in California. Locate California and San Francisco Bay on a map of the United States.

Week I - March 9, 1993

PARENT'S SCHEDULE:

6:00 - 7:00	Parents with tutors: target individual needs.
7:00 - 7:25	Parents with tutors: set goals and begin targeted book. Review questions, vocabulary and word patterns. Decide on homework assignment for next week. Review homework that is returned.
7:30 - 8:00	Parents will meet to see video Humphrey the Lost Whale

CHILDREN'S SCHEDULE:

6:00 - 6:30	Children will see video The Life Cycle of the Honeybee
6:30 - 7:00	Children may choose game(s) to play.
7:00 - 7:30	Site coordinator will read an article in "Highlight" magazine about an animal trainer at the New York Aquarium.
7:30 - 8:00	Craft: St. Patrick's Day

NO CLASS MARCH 16 - SPRING BREAK

Week II - March 23, 1993

PARENT'S SCHEDULE:

6:00 - 7:00	Parents with tutors: target individual needs.
7:00 - 7:30	Parents with tutors: set goals and begin targeted book. Review targeted book. Review questions, vocabulary, word patterns and homework assignment. Decide on homework assignment for next week.

7:30 - 8:00 Parents will complete and review Family Crisis.

CHILDREN'S SCHEDULE:

6:00 - 6:30 Children will write in journals. Tutors will review materials in centers.

6:30 - 7:00 Children will go to centers.

7:00 - 7:30 Site coordinator will talk about different types of whales (Sperm, Killer, Humpback, Blue, etc.) Children will look at pictures of whales and decide what kind they are.

7:30 - 8:00 Craft: Children will make books showing the different types of whales. Make cover.

Week III - March 30, 1993

PARENT'S SCHEDULE:

6:00 - 7:00 Parents with tutors: target individual needs.

7:00 - 7:30 Parents with tutors: set goals and read targeted book. Review questions, vocabulary, word patterns and last week's homework assignment. Decide on homework assignment for next week. Review last week's homework.

7:30 - 8:00 Parents will see video "Peer Pressure." Group will discuss how we can help their children deal with this problem.

CHILDREN'S SCHEDULE:

6:00 - 6:30 Tutor will play "Outburst" with group. Review materials in centers.

6:30 - 7:00 Children will go to centers.

7:00 - 7:30 Site Coordinator will discuss San Francisco. Children will look it up on the globe. Group will look at pictures of Golden Gate Bridge, Chinatown, etc.

7:30 - 8:00 Children will use travel books to plan trip to San Francisco. How will they go? Where will they eat? What will they see?

They will make their own travel poster advertising San Francisco.

Week IV - April 6, 1993

6:00 - 7:30 **PARENTS AND CHILDREN** will meet together for "Families Reading Together." Children will show crafts.

7:30 - 8:00 Tutors will meet and review new lesson plan.

VOCABULARY

1. humpback whales
2. traveling
3. magnificent
4. creatures
5. underwater
6. intelligent
7. mistakes
8. Humphrey
9. spectator
10. Sacramento River
11. scientist
12. broadcast
13. approached
14. frantically
15. flotilla
16. ordeal

SUGGESTED WORD PATTERNS FROM TEXT

pod
look
sight
back
sick

STUDY QUESTIONS

I. LITERAL

1. What was the whale's name? What mistake did he make?

2. Where did Humphrey go when he left San Francisco Bay? Why was it not safe for him to stay there?

3. How did Humphrey get trapped? What did the people do to get Humphrey to turn around?

4. What happened when Humphrey got back to San Francisco Bay?

5. What year did this story take place? Is it a true story? How many miles did Humphrey travel up the Sacramento River?

6. How many people worked to save Humphrey? What did it cost?

7. Has Humphrey returned to the Bay area? How do people identify him?

II. INFERENTIAL / EXPERIENTIAL

1. Have any of you been lost? How did you feel?

2. Have any of you ever seen a whale? What kind was it?

SUGGESTED HOMEWORK ACTIVITIES

1. Put vocabulary words in alphabetical order.

2. Write the months of the year and the days of the week.

3. Write a story about something you did during the week.

4. Read "Literacy Lifeline" and answer the study questions.

5. Using an encyclopedia write a report about different kinds of whales.

6. Go to the library. Find information about San Francisco. Bring it to class to share with your tutor.

7. If you could make one law, what would it be and why?

PRESCHOOL LESSON PLAN
MARCH 9 - APRIL 6, 1993
HUMPHREY THE LOST WHALE

Week I - March 9, 1993

6:00 - 7:30 Read Cookies Week. Talk about the days of the week. Help children say them in order. Talk about things the children do on different days of the week.

Tutor will introduce the sound bag for letter "D." Objects will include dog, duck, deer, desert, dolphin, etc.)

Children will do worksheet to help introduce letter "D."

Children will play "London Bridge."

Children will use construction paper to make a book cover. They will make a book of shapes.

Children will write numbers 1-10.

Children will review color flash cards.

7:30 - 8:00 Children will color and cut out elephants with the names of the days of the week. They will practice putting them in the correct order.

Week II - March 23, 1993

6:00 - 7:30 Read Discovering Whales and Dolphins. Ask children to name animals that live in the water.

Children will do color sheet in which they have to color objects the correct color.

Sing the "ABC's." Have children try to name something that begins with each letter.

Children will do dot-to-dot page and color it.

Children will play baseball using letter flash cards. If they can name the letter they are shown, they move up. If they can't name it, they are out.

Children will review sound bag. They will use the name for each object in a sentence.

7:30 - 8:00 Craft: Make whales using pattern. Cut and glue to popsicle stick.

Week III - March 30, 1993

6:00 - 7:00 Children will read Disney Discovery Series: Manners. Talk with children about why using manners is important. Discuss the magic words "Please" and " Thank you." Talk about "inside" and "outside" voices. Discuss why it is important not to run inside, etc. Talk about saying "Yes, Ma'am" and "Yes, Sir."

Children will do sheet in which they practice writing numbers one and two

Children will look at Big Bird poster and find circles, squares, rectangles, and triangles. Tutor will help children write correct color word to match crayons on the same poster.

Children will review sound bag and practice writing "D's."

Children will sing song of their choice.

Children will form circle and do "Hokey, Pokey" putting the correct body part into the circle.

7:30 - 8:00 Craft: children will use magazines to cut pictures of animals that live in water. They will then glue or paste their "water animals" on construction paper.

Week IV - April 6, 1993

"Families Reading Together" children will meet with parents

Literacy Services in the Baytown Area

prepared by the Baytown Area Literacy Coalition

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LITERACY SERVICES IN BAYTOWN

Goose Creek Consolidated Independent School District

Service area: GCCISD
Contact: Robert E. Lee counseling office, 427-6581
Ross S. Sterling counseling office, 427-6651
Location: high school campuses
Program description: GED certification
Age: 16-21
Expected cost: none
Eligibility requirement: in school
Program periods: defined sessions
Apply in person on campus

Harris County Department of Education / Lee College

Service area: Harris County
Contact: Debbie McDaniel, 425-6536
AFDC recipients - Susan Stock, 427-9480
Location: Lee College Adult Learning Center
J. D. Walker Community Center
Riley Chambers Community Center
Crosby High School
San Jacinto Elementary School
Hargrave High School
Horace Mann Junior School
Sheltering Arms
Baytown Area Women's Center
Baytown area businesses and industries
Baytown area nursing homes
Program description:

1. Workplace literacy
   age: 17 and older
   location: on site
   expected cost: none
   eligibility requirement: none
   program periods: open entry
   register in person, by phone or contact supervisor

2. Adult basic education (ABE)
    - age: 17 and older
    - expected cost: none
    - eligibility requirement: none
    - program periods: open entry
    - register in person

3. Adult basic education for recipients of Aid for Families with Dependent Children (AFDC)
    - age: 17 and older
    - expected cost: none
    - eligibility requirement: AFDC recipient
    - program periods: open entry
    - register in person or contact Susan Stock, DHS

4. Adult basic education for mental health clients
    - age: 17 and older
    - expected cost: none
    - eligibility requirement: MHMRA client
    - program periods: open entry
    - register in person

5. Adult basic education for nursing home residents
    - age: 17 and older
    - expected cost: none
    - eligibility requirement: nursing home resident
    - program periods: open entry
    - register in person

6. Pre-GED
    - age: 17 and older
    - expected cost: please call program for expected costs and/or personal assistance
    - eligibility requirement: none
    - program periods: open entry
    - register in person

7. GED certification
    - age: 17 and older
    - expected cost: please call program for expected costs and/or personal assistance
    - eligibility requirement: none
    - program periods: open entry
    - register in person

note: class also available for GED writing only

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8. Computerized reading / writing
    age: 17 and older
    expected cost: please call program for expected costs and/or personal assistance
    eligibility requirement: none
    program periods: open entry
    register in person

9. English as a second language
    classes available for conversation/pronunciation, writing/spelling, workplace English/literacy, industrial adult education, nutrition
    age: 17 and older
    expected cost: none
    eligibility requirement: none
    program periods: open entry
    register in person

10. Independent living skills
    age: 17 and older
    expected cost: please call program for expected costs and/or personal assistance
    eligibility requirement: developmentally disabled adults
    program periods: open entry
    register in person

__note__: most classes computer assisted

Lee College

Service area: Lee College service area
Contact: Joyce Jacobs (developmental reading), 427-5611
Roberta Wright (developmental writing), 427-5611
Location: Lee College
Program description:

1. Developmental reading
    age: 18 and older
    expected costs: please call program for expected costs and/or personal assistance
    eligibility requirement: diploma, GED
    program periods: defined sessions
    apply in person

2. Developmental writing
    age: 18 and older
    expected cost: please call program for expected costs and/or personal assistance
    eligibility requirement: diploma, GED
    program periods: defined sessions
    apply in person

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Lee College JTPA (Job Training Partnership Act)

Service area: Harris County
Contact: Sally Griffith, 425-6414
Donnia Smith, 425-6525
Location: Lee College
Program description:

1. GED certification
   - age: 17 and older
   - expected cost: none
   - eligibility requirement: JTPA guidelines - economically and/or educationally disadvantaged
   - program periods: open entry, computer assisted
   - apply in person or by phone: Sally Griffith, 425-6414
     Donnia Smith, 425-6525

2. Pre-GED
   - age: 17 and older
   - expected cost: none
   - eligibility requirement: JTPA guidelines - economically and/or educationally disadvantaged
   - program periods: open entry, computer assisted
   - apply in person or by phone: Sally Griffith, 425-6414

3. Adult basic education
   - age: 17 and older
   - expected cost: none
   - eligibility requirement: JTPA guidelines - economically and/or educationally disadvantaged
   - program periods: open entry, computer assisted
   - apply in person or by phone: Sally Griffith, 425-6414

__note__: transportation and child care assistance available
call Sally Griffith, 425-6414
Celia Ann Saterbak, 425-6551
Donnia Smith, 425-6525

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Sterling Municipal Library - Literacy Volunteers of America

Contact: Denise Fischer, 427-7331
Jane Brody, 427-7331
Betsy Anderson, 427-7331

Program description:

1. Basic reading and writing
    service area: east Harris and west Chambers counties
    location: Sterling Municipal Library
    age: 18 and older
    expected cost: none
    eligibility requirement: none
    program periods: open entry, conducted one-to-one
    apply in person (Sterling Municipal Library)
      or by phone, 427-7331

2. "Families Reading Together"
    service area: Goose Creek CISD
    location: designated campus
    age: entire family
    expected cost: none

    eligibility requirement: for families of children attending
      designated school
    program periods: open entry
    apply in person (Sterling Municipal Library)
      or by phone, 427-7331

3. Occupational literacy
    service area: Exxon Baytown Olefins Plant (BOP)
      San Jacinto Methodist Hospital
    location: on site at Exxon BOP & San Jacinto Methodist Hospital
    age: 18 and older
    expected cost: none
    eligibility requirement: employees of Exxon BOP contractors
      employees of San Jacinto Methodist Hospital
    program periods: open entry for one-to-one tutoring
      and for classes
    apply in person (Sterling Municipal Library, Baytown Olefins
      Plant, or San Jacinto Methodist Hospital)
      or by phone, 427-7331

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4. Reading for adult dyslexics
   service area: east Harris and west Chambers counties
   location: Sterling Municipal Library
   age: 18 and older
   expected cost: none
   eligibility requirement: diagnostic test
   program periods: open entry in small groups
   apply in person (Sterling Municipal Library)
   or by phone, 427-7331

__note__: information and referral to appropriate programs through regional, state, and national data bases, in person (Sterling Municipal Library), or by phone, 427-7331

"If we're to renew our economy, protect our freedom, we must sharpen the skills of every American mind and enlarge the potential of every individual American life. Unfortunately, the hidden problem of adult illiteracy holds back too many of our citizens, and as a nation, we, too, pay the price."

-- President Ronald Reagan
Profiles of Literacy
1985

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LITERACY VOLUNTEERS of AMERICA Inc.®

Sterling Municipal Library

joins

Literacy Volunteers of America

**to provide
Reading Tutorials**

***Please help us help others -
become a tutor***

DID YOU KNOW?...

--- One out of every five adults in Baytown needs help to develop essential reading skills

--- 75% of the unemployed are non-readers

--- 99% of all workers perform some reading related work each day; to keep pace on the job, they need to read an average of 113 minutes each day

--- The estimated yearly cost of illiteracy due to non-productivity, crime and the loss of tax revenue is $225 billion nation-wide

--- One out of every ten drivers you meet on the highway cannot read road signs

--- 40% of Americans say they have never read a book

--- Children who are reared by illiterate parents pose a great risk of growing to be illiterates themselves

PROJECT'S SCOPE

Sterling Municipal Library has been affiliated with Literacy Volunteers of America since 1986 and offers free, confidential one-to-one tutoring in basic reading. Tutoring is conducted in the library's private study areas at times that are mutually convenient for tutor and student. Neither students nor tutors are assessed any fees, and all materials are provided by the project.

Tutors do not need college degrees or teaching experience. The LVA method is designed to teach tutors techniques that are backed by 25 years of successful LVA field tests. Tutors also learn how to diagnose a student, prescribe remediation, plan lessons, and select materials.

SPECIAL FEATURES OF THE PROJECT FOR STUDENTS INCLUDE:

--- Reading machines

--- Parent / child reading

--- Computerized instruction

--- Vision screening

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WHAT YOU CAN DO...

Adults can help with Baytown's literacy challenge by making a commitment to:

--- Free 15-hour training in the Literacy Volunteers of America method of reading instruction

--- Tutor two hours per week for one year

--- Join us for bi-monthly follow-up meetings for continued teaching guidance

WHAT STERLING MUNICIPAL LIBRARY WILL PROVIDE TUTORS:

--- Professional training

--- Quality materials

--- Innovative methods

--- New technologies

--- Technical and moral support

--- Tutoring space

--- Bi-monthly newsletters

TO VOLUNTEER, CALL 427-7331

Remember ---

"Volunteerism is reaching your hand into the darkness to bring another's into the light, only to discover that the hand you are pulling is really your own."

Wally "Famous" Amos
National Spokesperson for
Literacy Volunteers of America

"An investment in knowledge yields the best interest."

Benjamin Franklin

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STERLING MUNICIPAL LIBRARY
Mary Elizabeth Wilbanks Avenue
Baytown, Texas 77520

Phone: 427-7331

HOURS:

Monday - Thursday 10am-9pm
Friday & Saturday 10am-6pm
Closed Sunday

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1M

LITERACY VOLUNTEERS
of
AMERICA Inc.
®

Sterling Municipal Library

joins

**Literacy Volunteers
of
America**

**to provide
READING LESSONS**

You can learn to read!

DID YOU KNOW?...

--- 1 in 5 adults in Baytown need reading help. You are not alone.

--- Tutoring is set for anyone who is over 18 and can speak English.

--- All books are free.

--- The library has had reading lessons since 1986.

--- You can learn to read without having to be in a large group.

WHAT OUR STUDENTS SAY:

--- "When I started the reading program, I was scared. But I'm not afraid anymore. I decided it was important for me to read."

-- ***Patty Sue***

--- "I'm learning to read because it will make a better person of me."

-- ***Kathy***

--- "Being able to read is like being born again."

-- ***Albert***

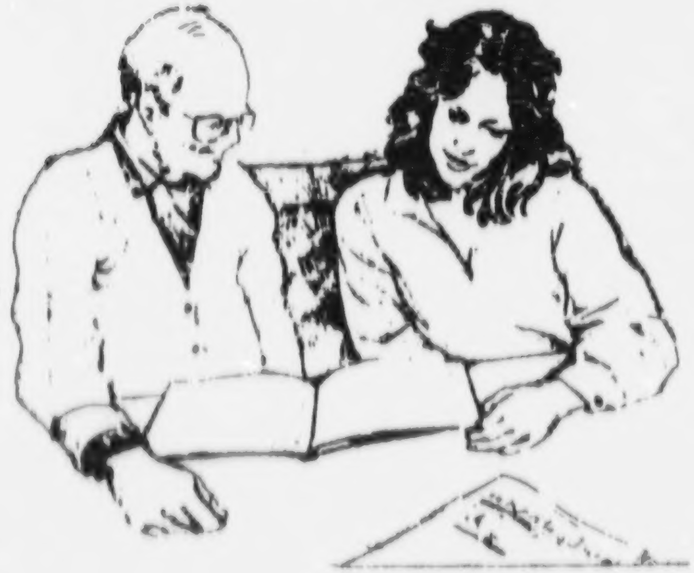
WHAT YOU CAN EXPECT

You will be given the name of a tutor. The tutor will meet you at the library every week for 2 hours. You and the tutor will choose the day and time.

No one will know that you come for reading help. You and your tutor will meet in a private area.

You must plan on coming every week. You must do the homework your tutor gives you. You must practice your reading every day. If you do these things, you will start to see a change in just a few months.

You CAN learn to read! It is not hard, but it will take some work. We CAN help you!



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EXTRA THINGS WE OFFER:

- *Ways you can learn to read to your children and help them at school*
- *Help getting to the library*
- *Eye testing*
- *Computer lessons*
- *Video lessons*
- *Books on tape*
- *Reading machines*
- *Newsletters*

LESSONS ARE

- * Free
- * Private
- * One-to-one
- * Confidential
- * At a time best for you

CALL US TODAY!
427-7331

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STERLING MUNICIPAL LIBRARY
Mary Elizabeth Wilbanks Avenue
Baytown, Texas 77520

Phone: 427-7331

HOURS:

Monday - Thursday 10am - 9pm
Friday & Saturday 10am - 6pm
Closed Sunday

10/91
1M

Tutor Survey

1) Have you attended any tutor inservices in the last year?

___________yes ___________no

2) If "no," would you share with us the reason why not?

___________ too busy

___________ conflicted with my schedule

___________ topic was uninteresting

___________ not interested in inservices

___________ didn't know about them

___________ other ____

3) If "yes," how many did you attend?

____

4) If "yes," what motivated you to attend?

___________ topic sounded interesting

___________ wanted to improve my tutoring skills

___________ enjoyed camaraderie of fellow tutors

___________ other ____

5) Inservice topics I'd like to see in 1993:

______________________________ ______________________________

______________________________ ______________________________

______________________________ ______________________________

6) My best time to participate in inservices:

____

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THE BAYTOWN SUN Sunday, December 13, 1992

LITERACY LIFELINE

Jane Brody

Literacy Lifeline is a look at the previous week's news written for new readers.

December 2

Gene Green is a Texas state senator. He visited Baytown Junior School. He went to Molly Fuller's sixth-grade reading class. He talked about his childhood. He said he has always been a reader. He advised students to read for pleasure. He told students to study.

He gave the school a new United State flag. It has flown over the state capitol building. That is in Austin.

December 3

The Houston area has a new park. It is called Gulf Greyhound Park. It opened in November. Dog races are held there. The dogs run six days a week.

Remember two things if you go to the track. First, get there early if you want a seat. Second, don't wager more money than you can afford to lose.

There are 12 dog races in a session. Eight dogs run. The track is 5/16 of a mile. Races last about 30 seconds. This is much faster than horse races.

Only persons over the age of 21 may enter the park.

December 4

Baytown Fire and Rescue has written a brochure. If you get a Christmas tree in Baytown, you will get a booklet. It gives details on fire safety.

These are some tips:

— Always select a fresh tree. It should have a deep green color. It should have a strong pine scent.

— Never use paper, fabric, cotton or anything that can burn on a tree.

— Never allow smoking near trees or gifts.

— Do not burn wrappings in the fireplace.

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Literacy Lifeline
Study Questions
December 13, 1992

1. Who is a Texas state senator? Where did he visit? Whose class did he visit? What did he talk about? What has he always been? For what reason did he say the children should learn to read?

What did Senator Green give the school? Where has it flown? Have you been to Austin? Would you like to go there? Explain.

2. What does the Houston area have? What is it called? When did it open? What kind of races are held there? How many days a week do the dogs run?

What two things should you remember if you go to the track?

How many dog races are in session? How many dogs run? How long is the track? How long do races last?

How old must you be to attend the races?

Would you like to go to the dog races? Why or why not?

3. Who has written a brochure? If you buy a Christmas tree in Baytown what will you get? What is the book about?

What color tree should you select? What scent should it have?

Where should you not smoke?

What should you not burn in a fireplace?

Do you have a real or artificial tree? Why? What holiday safety rules do you follow in your home?

STUDENT UPDATE

JANE BRODY
EDITOR

The Newsletter of the
LVA/Sterling Municipal Library Reading Project

Issue 34 May 1993

NOTICE TO PARENTS!

Make plans now for the summer. The library will have its 1993 Summer Reading Club. The club is for your children. These are some details:

☺ Children must sign up. Tables will be in the Young People's section.

☺ The program begins Tuesday, June 1. It goes through the summer. Children may select books and start reading.

☺ Storytime for ages 4–6 years old will be on Tuesdays. The time is 10:00–11:00 a.m. There will be songs, stories, and films. These are for children 4–6 years old. It begins Tuesday, June 1.

☺ The films will be shown on Wednesdays. The time is from 3:00–3:45 p.m. Some featured stars are Curious George, Paddington Bear and Winnie the Pooh.

☺ There will be other special programs. Check the library's calendar and newsletter. Your tutor may help you with these.

☺ These are the library's hours:

Monday–Thursday, 10:00–9:00 p.m.
Friday & Saturday, 10:00–6:00 p.m.
Closed Sunday

**We hope to see you
and your children this summer.**

SUCCESSES

Jose V. now reads to his children. He also is doing great with his spelling.

Esther O. is a former student. She is now helping other students. They are in an ESL group.

Francisco P. has signed up for GED classes.

Former student, **Linda J.**, is now an American citizen.

Margarita A. is getting new glasses. These come from the reading program.

Thanks to these students. They wrote for the last *Brighter Horizons*:

Margarita A.
J. B.
Josefina B.
Sidalia B.
Maria C.
Pedro C.
Manuel D.
Ramon F.
Yolanda G.
J. T. H.
Lucy H.
Maria L.
Sergio L.
Ricardo M.
Guadalupe O.
Maria O.
Raul O.
Arthur R.
Robert R.
Alicia V.

We are proud of you!

THE *BAYTOWN SUN*

The *Baytown Sun* is our local newspaper. It comes out each weekday. There is also a Sunday paper.

Some people get the paper at home. This costs $6.75 a month. Sterling Municipal Library also has copies. There are current issues. There are copies of old papers too.

Each Sunday the *Baytown Sun* prints "Literacy Lifeline." It is in the pull-out section. "Literacy Lifeline" reviews the news for new readers. This is one way that the paper helps our reading program.

Deadline for next
Brighter Horizons is
July 31, 1993

Here are some ideas for stories:

Will Texas schools close in June?
Why or why not?

What are your plans for the summer?

Describe the best meal that
you have ever eaten.

What is your dream house?

STUDY HELP

Our reading students have many good stories to tell. These stories help students with their writing skills. The stories can also help students with reading skills. Sometimes the stories talk about problems. Other students may have the same problems. This is a story about being *different*.

DIRECTIONS: Read or listen to this story. Try to answer the questions. Look back to the story for answers.

True History

Back in 1952 I was in third grade. My teacher found out that I was left handed. She didn't like it. She tried to teach me to write with my right hand. It was very difficult to learn. She used to tell me to put my left hand behind my back. Now I can write with my right hand but not as well.

My grandma was left handed too. I think that this is a family heritage. Thanks to my teacher, now I can sign my name with both hands.

(adapted from a story by Ramon F., B.O.P.)

QUESTIONS

1. When was he in third grade?
2. What did his teacher find out?
3. What did she do?
4. How does he write with his right hand?
5. Who else in his family was left handed?
6. Why do you think the teacher made him switch hands? Was this right or wrong? Why?
7. What does he mean by the words "family heritage"?
8. Does this story remind you of something that happened to you? What is it? Try to write about it.
9. Does the writer have a good feeling about teachers? Why or why not?
10. Try to re-tell or re-write this story. Use your own words.

ANSWER KEY

1. 1952
2. he was left handed.
3. she tried to teach him to write with his right hand.
4. not as well as with his left hand
5. his grandma

6.–10. your own answers

USE YOUR DICTIONARY

1. In the story there are two words used. One is "write." The other is "right." How are these words the same?
2. How are these words different?
3. Can you think of other words like these?

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READING PROGRAM HELPERS

Tutors give time to students. Tutors help students improve their reading. Tutors help students with their writing. Some tutors help students learn English.

There are other people who help our students. These people give support to our program. Some donate money. The money is used to buy things for the reading program. They help us get books, workbooks and awards. These are for our students.

Brighter Horizons

Deadline for next sparkling issue: July 31, 1993

Sterling Municipal Library
Mary Elizabeth Wilbanks Drive
Baytown, TX 77520

LITERACY UPDATE

published bi-monthly by
LVA/Sterling Municipal Library
Baytown, Texas

Jane Brody
Editor

Number 40 **October 1992**

ABC TELEVISION WELCOMED

Three years ago over twenty Exxon employees and contract workers completed their tutor training. Some of these volunteers stayed only briefly with the Exxon BOP project while others continue their work with students today. Each year new tutors join the project as well.

This past September two of these initial participants from the BOP program were chosen by ABC television and Project Literacy U.S. to receive a special honor. Former student Tony Hernández and his tutor Rick Voyles have been selected to meet President and Mrs. Bush in Washington, D.C. on November 22. While Tony and Rick will be there in person to meet with our country's highest official, this is indeed an honor to be shared by everyone who has participated in Sterling Municipal Library's literacy Program.

The library hosted the ABC film crew in early October. Students from Horace Mann Junior High and Carver Elementary were invited to hear Tony speak. He talked about the importance of an education and used his own experiences to motivate them to stay in school. Filming continued at the Exxon BOP site. Tony's family was also on hand at the library for additional shots.

The film footage will be edited for a special ABC program on literacy to be aired in early December.

While Rick and Tony are in Washington, they will participate in several special literacy events which will culminate in meeting with the President.

We congratulate both participants for demonstrating the qualities of a successful student/tutor relationship.

ABC's Jeff Simon interviews Tony Hernández at the library.

SPECIAL THANKS
TO THESE CONTRIBUTORS

Mr. and Mrs. Gary Fischer
Mr. and Mrs. John Harding
Dr. and Mrs. George Walmsley
Dr. and Mrs. Joe Horeczy
Mr. and Mrs. Eugene Oliver
Mr. and Mrs. L. J. Reilly
Mr. and Mrs. Wesley Marston
Mr. and Mrs. O. B. Lee
Girl Scouts - Trinity Bay
Mrs. Martha Mayo
Mr. and Mrs. Ross Wilhite
Mr. and Mrs. W. J. Reineke

MARK YOUR CALENDARS

November 4-7	LVA National Conference in Denver
November 14, 21 9:00 a.m.-5:00 p.m.	Tutor training
November 19 7:00-9:00 p.m.	Inservice: Homework is **not** a four-letter word
November 19 10:00 a.m.-9:00 p.m.	VISION/HEARING SCREEN Call for an appointment.
November 20 10:00 a.m.-6:00 p.m.	VISION/HEARING SCREEN Call for an appointment.
November 26-28	Library closed for Thanksgiving
January 31	Deadline for next Brighter Horizons

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A MESSAGE FROM DENISE FISCHER

Every two months, inservices are offered to help tutors continue to grow as reading instructors. The topics are carefully chosen, speakers are invited, and a great deal of preparation is made to see that tutors benefit from the experience. In looking at literacy programs that exhibit characteristics of quality, the U.S. Department of Education cites the following as a mandatory part of quality programming:

> *Program has an ongoing staff development process that considers the specific needs of its staff, offers training in the skills necessary to provide quality instruction, and includes opportunities for practice and systematic follow-up.*

As members of our professional instruction team, we strongly encourage you to participate in these staff development opportunities. Do it for yourself; even more importantly, however, do it for your student! If you have suggestions for topics or speakers, we welcome your input. The next inservice will be held Thursday, November 19, from 7:00–9:00 p.m. and will cover strategies for homework assignments. We look forward to seeing you there!

FREE BIBLES AVAILABLE

New Revised Standard Version of the Bible is available FREE to adult literacy students from the National Council of Churches. Students should send a written request to the Council along with a letter from their tutor confirming their enrollment in the program. To order:

Mr. Arthur Van Ech
Bible Translation and Utilization Project
National Council of Churches
475 Riverside Drive, Room 872
New York, NY 10115-0050

(From LVA/Port Arthur)

BY THE WAY . . .

Welcome to all new tutors who completed their training in September.

"Families Learning Together" instructor Teresa Martir is proud of her class. They completed a 25-word dictation recently.

Tony Hernández was chosen by LVA, Inc. to become a member of the National Student Advisory Committee. He will attend the Denver conference for this first meeting.

Tutor Mavis Turner reports, "My student is just a treasure!"

We welcome former student and current tutor Susana Hernandez to our "Families Learning Together" project. She assists site coordinator Linda Keul and makes student support calls.

In September Denise and Gary Fischer spoke to the Victoria Chamber of Commerce on workplace literacy while Denise was the keynote speaker at the Victoria Adult Literacy Council Appreciation Banquet.

Student Eugene Lamark was featured in the summer edition of "The Reader." He was pictured receiving his honorary diploma.

Tutors working with ESL students should check the tutor shelf for the "Picture File." This literacy aid was developed by Ora Mae Harding and is organized for easy access. A picture is worth a thousand words.

Tutor Summer Westman is proud to report that her student passed his GED test this summer. Summer helped him with writing skills.

Our "Families Reading Together" model was featured in the August, 1992 edition of The Written Word.

Tutor Jenifer Wiley reports that her student is participating in the family reading program. For every four books that she reads to her children she will receive one FREE book.

In addition to getting his library card, tutor Leona Warren's student has checked out three books.

Betsy Anderson remarks, "I get all my sporting news from 'Literacy Lifeline'."

After a summer hiatus, both "Families Reading Together" projects and "Families Learning Together" are in full swing. The Harlem Project is excited about its new location.

Our Exxon BOP project was featured in Storytelling Pathway to Literacy published by the National Storytelling Press.

NEW MATERIALS

BASIC READING

Task reading **374.1/T198**
Includes practice in reading for information, meaning, and pleasure. Has a section on "Teacher's Notes" also.

Your paper chase to employment **374.1/M439**
Helps students find and keep a job. Includes record-keeping, and practice filling out forms and applications.

Career math makes sense **513.93/T175**
Practice with directions, fractions, decimals, schedules, etc. shows the practical applications of basic math skills.

Ready to write **808.042/B639**
Focuses on paragraph development: topic sentences, details, transition words, etc.

Personal expressions **808.042/D549**
Text uses examples of student writing as springboards for discussion and writing.

ESL

Stories to tell our children **428.64/S884**
An anthology of stories by ESL students with accompanying questions and activities to develop language skills.

English workout **428.24/E58**
Workbook format with answers included gives students practice with basic English grammar and writing skills. Explanations are very brief.

In plain English **428.24/B328**
(2 vols. and 2 teacher's guides) Uses all four skills (listen, speak, read, write) in each lesson. Includes homework activities.

Picture stories for composition **428.24/L253**
Includes a series of photographs for students to write about to improve structure practice.

Living in English **428.24/B656**
Uses real life situations and role playing to stimulate English conversation and reading and writing skills.

Families **Literacy Aid 38**
Contains 10 card games for vocabulary and structure practice.

Classics then and now **374.1/W749**
(Workbook and teacher's manual) These stories by Jules Verne, Washington Irving, and Mark Twain are accompanied by study activities. Highly recommended for level E-I students.

Idioms delight **428.24/A681**
Contains six lessons and related activities that focus on developing understanding of idioms e.g. "hold your horses," "draw a blank," etc.

Speak up **428.24/P338**
Provides dialogs for listening and pronunciation practice.

Basic composition for ESL **428.24/H911**
(Includes workbook and teacher's manual) For high level students who want to improve their writing skills. Includes grammar information and exercises.

Input output for the multi-level classroom
428.24/B789
Designed especially for group work. Uses pictures to stimulate oral and written practice in English.

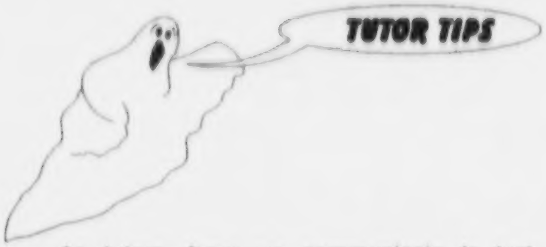
Entry to English **428.24/B366**
(4 vols. and 4 teacher's editions) Tasks range from letter and number practice to developing job skills. Good for beginners.

Developing reading skills **428.42/M346**
(4 vols. and answer key) For high level readers only. Units contain three reading passages with exercises to improve reading and listening comprehension skills.

Insights and ideas **428.64/A182**
(Includes workbook and teacher's manual) For high level readers. Designed to increase vocabulary, comprehension, and grammar skills by using stories from real life situations.

Passport to English **428.24/Y42**
Practice exercises to develop grammar skills. Use as a supplement to other lessons.

> **"If I do not read, nobody will."**
> Ralph Waldo Emerson



TUTOR TIPS

As tutors, how we communicate is just as important as what we communicate in a session. When a tutor has a positive attitude about what his/her student can accomplish, this message enhances the confidence of the student. Take some time to reflect on your choice of words when you work with your student. The following tips were reprinted from the Victoria Adult Literacy Council's summer newsletter. As you read them, think of how you can incorporate the positive messages into your student's session.

Watch Your Language!!!

These are messages that can boost students' self-esteem:

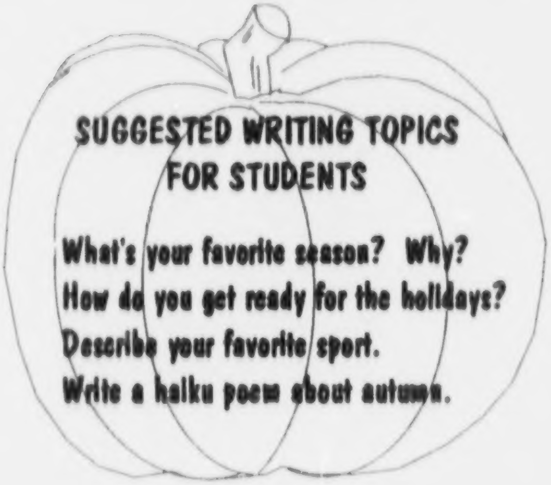
Knowing you, I'm sure you will do fine.
You can do it if you try.
I have faith in you.
You're trying your hardest; your work will pay off.
You can figure it out.
That was a good try. Don't worry about the mistake.
That's a challenge, but I'm sure you'll do fine.

Sterling Municipal Library
Mary Elizabeth Wilbanks Avenue
Baytown, TX 77520

These are expressions that can hurt a student's self-esteem:

Knowing you, I think you should do more.
You usually make a mistake, so be careful.
I doubt that you can do it.
You can do better.
That's a good job, but it needs work.
Better get some help.
If you can't do it right, don't do it at all.
That looks too difficult for you to try.

(From "Building Self-Esteem, A Guide for Parents, Schools and Communities.")



SUGGESTED WRITING TOPICS FOR STUDENTS

What's your favorite season? Why?
How do you get ready for the holidays?
Describe your favorite sport.
Write a haiku poem about autumn.

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Minigrants '92 award winner: "Brighter Horizons" Student Incentive Project

by Jane Brody, Literacy Specialist at Sterling Municipal Library, Baytown, Texas. This project demonstrates the power of positive feedback!

Who they are

The students who participated in the *Brighter Horizons* Student Incentive Project all speak Spanish as their first language. All are employed as contract workers at the Exxon Baytown Olefins Plant (B.O.P.) in Baytown, Texas, which is a petrochemical facility. The students work in a variety of occupations at the plant—they are mainly painters, laborers, scaffold builders and custodians. All but one of the 17 current students are male. Some students have been in this program for three years, some for two years.

This program is a workplace literacy project, in which students are taught basic English, speaking, reading and writing skills using familiar materials from their job sites. Students attend one classroom session and one tutorial each week. Of all the skills that students must master, writing is the most difficult for many of them.

The incentives

Our library's regular literacy program publishes student writings quarterly in a booklet called *Brighter Horizons*. In order to encourage our workplace literacy students to submit stories for the publication, we devised an incentive program—for every three stories submitted to *Brighter Horizons*, the students earn a free adult book.

Students turn their stories in to the instructor who is responsible for logging all entries. Each time a student reaches the goal of three stories, he or she is invited to select a free book. Then, the student is given a round of applause by the class. Recently, the first students from each class who achieved this goal were formally recognized at a tutor/student meeting.

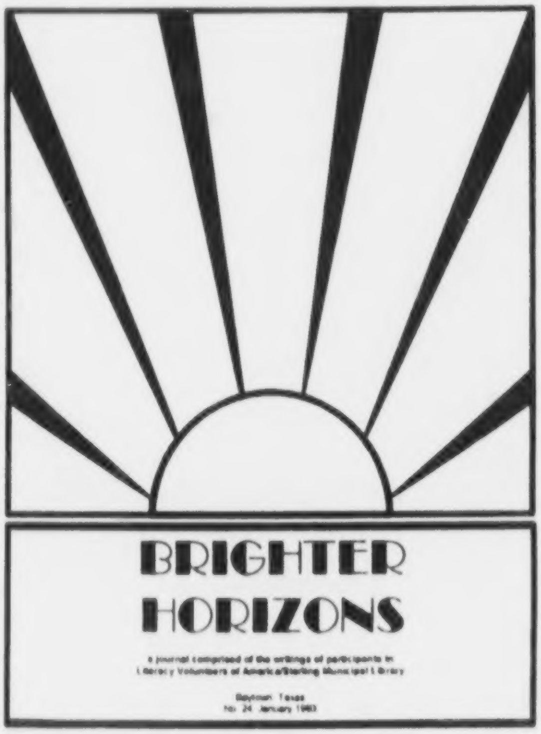
A total of 34 books were purchased with this grant. The students can choose from a variety of pleasure reading texts at different levels. The most popular selections so far have been biographies and adventure stories.

Results

The results of this incentive project have been prodigious, and the *Brighter Horizons* publication now includes many of the workplace literacy students' stories. Students have indicated that their writing has affected their other expressive skills. One man noted recently, "I think this writing helps me to speak better English." Another student, who had to learn how to hold a pencil when he first entered the program, has already completed two stories.

The incentive program offers a small reward for students who take time to write outside of the regular sessions. This has resulted in some students sharing painful experiences. For example, one student wrote a poignant essay about what it was like to be left-handed when he was a child.

Students bring copies of *Brighter Horizons* to class now and discuss the stories. Their pride of accomplishment is very evident.


BRIGHTER
HORIZONS
a journal comprised of the writings of participants in
Literacy Volunteers of America/Sterling Municipal Library
Baytown, Texas
No. 24 January 1983

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Parenting Books

for
new
readers

Sterling Municipal Library

How to use this list:

All of the books are in 374.1. Find this row in the library. Next, look for the letter and numbers shown next to the title listed here. The label on the first book looks like this: 374.1
L266.
The color listed tells how hard the book is to read. Ask your tutor which color is right for you.

Parenting Books for New Readers

Title	374.1	Color
A Family	L266	purple
Listening Lessons for Fathers	J76	purple
Father or Friend	S741	red
The Golden Webs	C876	red
Mother Read to Me	C876	red
Mother Read to Me Some More	C876	red
The Ugly Duck	C876	red
When Baby Is New	K29	red
Why Does Baby Cry?	F288	red
Woman's Work, Man's Work	K29	red
Angry Feelings	F288	dark green
The Childbearing Year	H757	dark green
Choices in Your Life	M157	dark green
Decisions in Your Life	M157	dark green
The Duck, the Bird & the Little Red Hen	C876	dark green
Family Matters	W725	dark green
Gingerbread Boy	C876	dark green
Johnson & Son	F288	dark green
The Long and Short of Mother Goose (2 books)	S643	dark green
Making It Right	F288	dark green
"Please, Daddy"	O81	dark green
Reading Together	F288	dark green
What Should a Mother Do?	F288	dark green
What Will School Be Like?	F288	dark green

Title	374.1	Color
The Baby and the Family	P562	light green
Caring For a Child	S674	light green
Changes & Choices	F288	light green
The First Six Weeks	B141	light green
Giving Birth	B141	light green
Safe at Home	F288	light green
Speaking Out on Home and Family	S741	light green
Unwed Mother	P562	light green
What to Eat Before Baby Comes	T555	light green
You & Your Child's Teacher	W423	light green
Alcohol: Facts for Decisions	C743	pink
Drugs: Facts for Decisions	C743	pink
Having a Baby	H388	pink
Helping Your Child Learn	C227	pink
Why Is Daddy Leaving?	F288	pink
As a Child Grows	K29	yellow
Fatherhood	C834	orange
Learning Games for Infants & Toddlers	L211	
You Are the School Counselor!	K89	

Sterling Municipal Library
Mary Elizabeth Wilbanks Avenue
Baytown, Texas 77520
(713) 427-7331

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Distribution made possible through a grant from the Texas State Library, L.S.C.A. Title I

BRIGHTER HORIZONS

a journal comprised of the writings of participants in
Literacy Volunteers of America/Sterling Municipal Library

Baytown, Texas
No. 23, October 1992

This issue was made possible through

U. S. Department of Education
grant number
R16720278

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Thanksgiving Day

by Gaudencio U.
B.O.P.

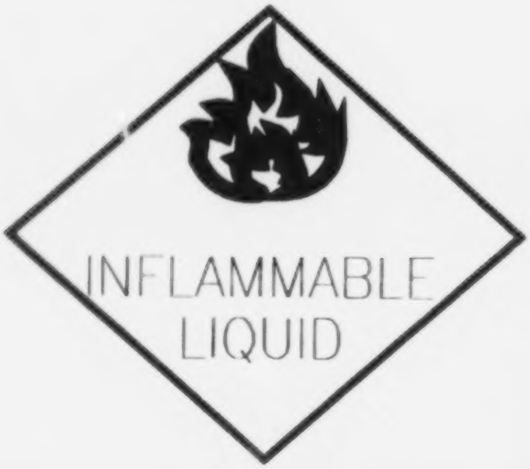
November 26 is going to be Thanksgiving Day, and I hope everybody has a good Thanksgiving Day.

In my country we do not celebrate Thanksgiving Day. When I came to the United States I learned to celebrate Thanksgiving Day, especially on the job. It is a holiday and the company pays for this holiday.

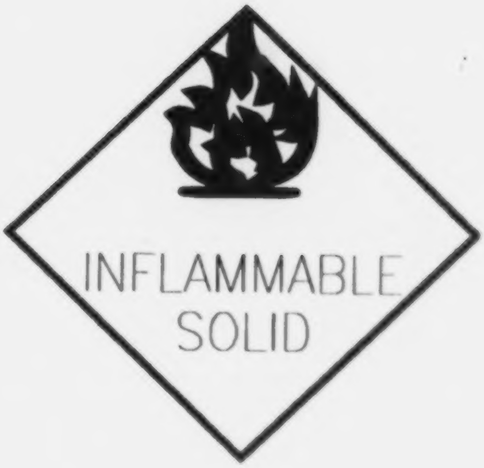
I hope with my heart that all the families pass a happy and nice Thanksgiving Day.

Safety and My Job

by Inocencio V.
B.O.P.


INFLAMMABLE
LIQUID

I like my job because it's very easy to do painting and gun and sandblasting. In this kind of job it is very important to follow safety rules. We use a lot of chemicals, detergents and paint thinner. This chemical, if it gets near heat or fire, can cause a big explosion.

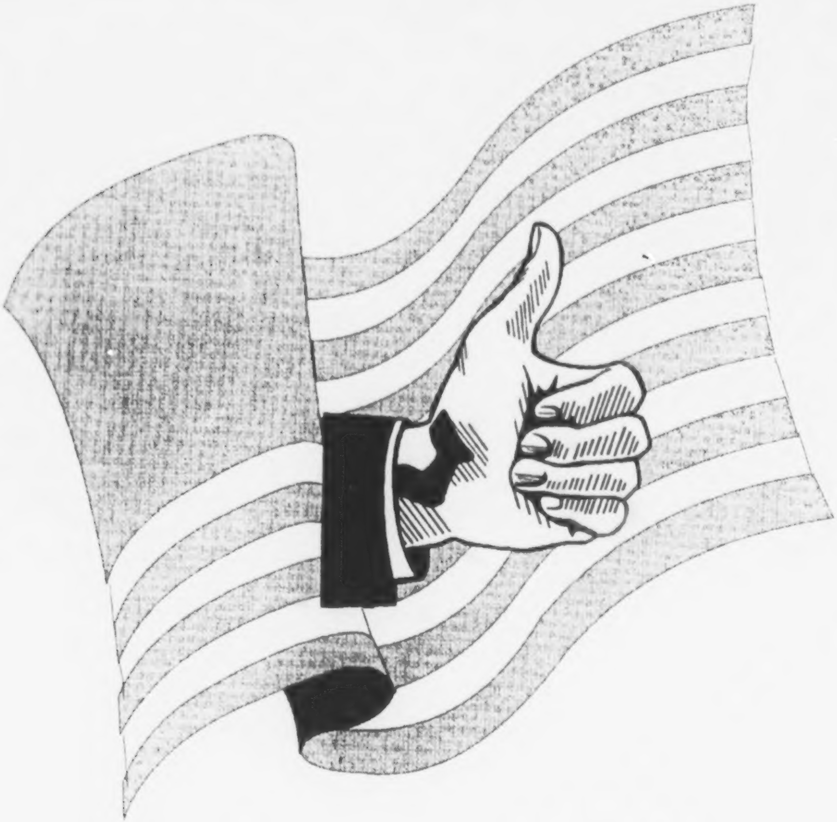

INFLAMMABLE
SOLID

A New President

by Ramon F.

B.O.P.

We have a new President. The name is Bill Clinton. He has four years in the government-to 1996. He is a good person. He will get more jobs for the Americans. The country may get better.

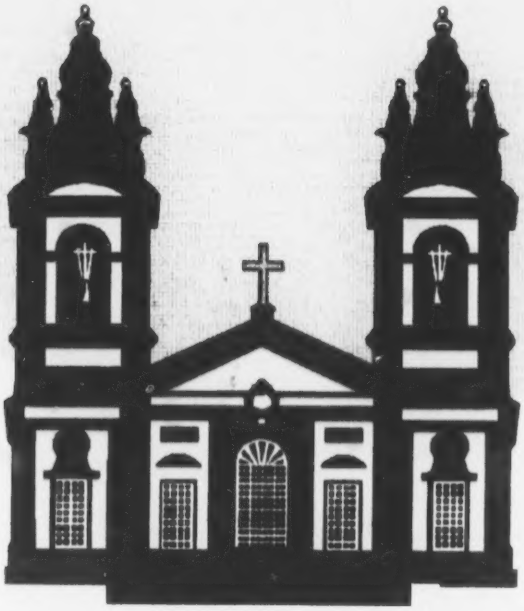


Holidays

by Teodoro L.

B.O.P.

On Christmas Day I was at home with my family. We went to the church. I was on vacation December 24 and 25, but I am working The King's Day. New Year's Day I was at home all day long resting and eating.



Scaffolds

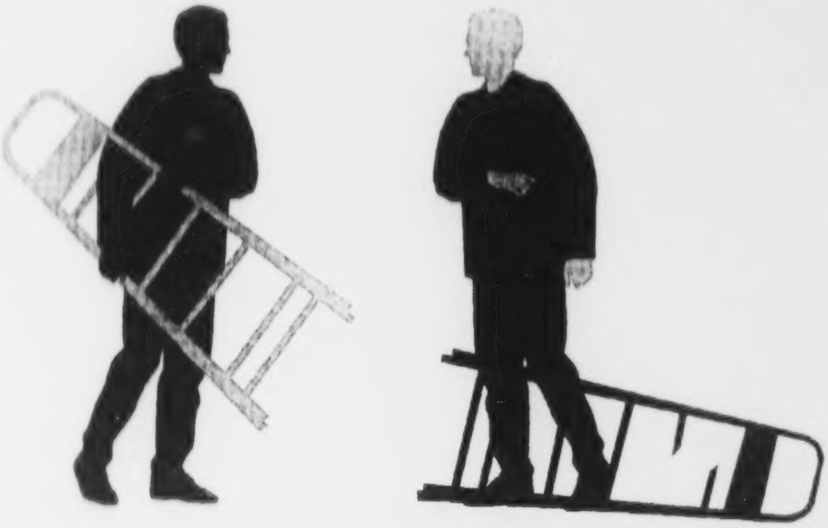
by Ricardo M.
B.O.P.

Well, I like my job because we build things. We inventory all that we need for the next workers so that when they are at the top of the scaffold then they are safe and comfortable.

Sometimes we have some difficulties because where we build the scaffolds there are pipes or beams. We need to think too much for building them.

Sometimes the scaffolds that we build are very easy and we finish very soon.

I like my job because I like to see the people around me thinking and helping to build and to carry the material.

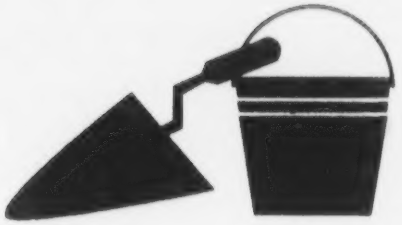


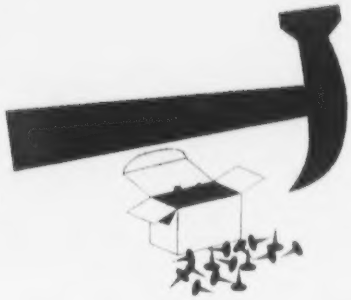
A Family Story

by Guadalupe O.

B.O.P.

My family and I took a vacation on January 15, 1992. We went to Los Ramones, Nuevo Leon, Mexico where my parents were born and my brothers and I grew up together. We went for the purpose of knowing our roots—where we came from. At the beginning we were very happy, but we didn't find any relatives there. I hope in the future, not too far away, that we could go back to Monterrey, N. L., where they say we have a lot of family. We hope one day we will find our relatives. I hope you enjoyed this family story.





My Work

by Salvador P.
B.O.P.

Sometimes I work with scaffold builders, and sometimes I work with concrete finishers.

I learn from the carpenters how to make forms for the cement. Here, I go to school to learn more English.

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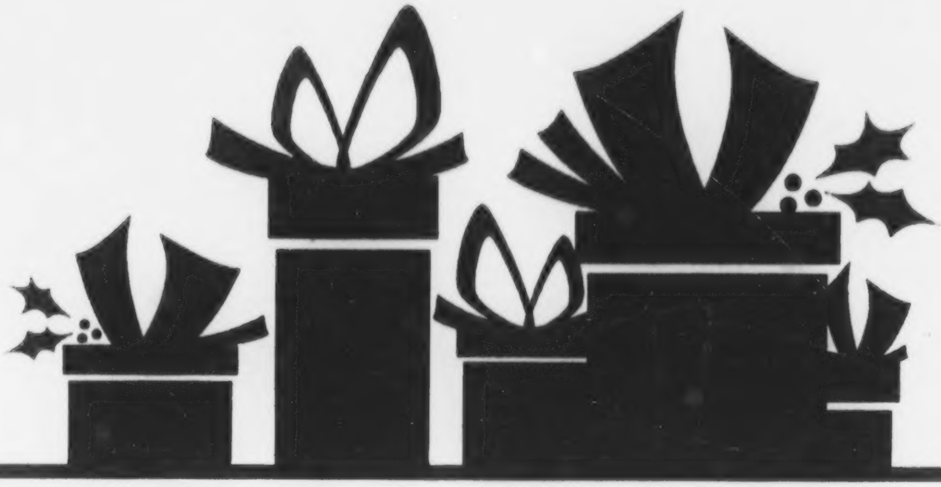

The Holiday Season

by Joe C.

B.O.P.

Well, this Christmas was a very good Christmas for me and my family because we went to Robstown to see my in-laws. We all got together and exchanged gifts. My wife gave me a suit and a pair of lizard Western boots. I gave her a fur coat and a diamond ring with a matching necklace. We all had a good time. We barbecued, played some games, and at night we went to a dance. We danced the Lambada. We had a good time all round.

Well, my New Year came in pretty good. It brought me very good luck. That New Year I won $100.00 in the poker game at a get together at the church ball room.

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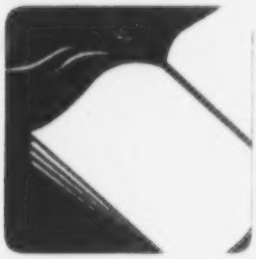


English Class

by Teodoro L.
B.O.P.

I like my job because it is by my house. I like working at B.O.P. because I have English classes. My teacher is a very nice person and I am happy.

Safety
Zone

I Like My Job

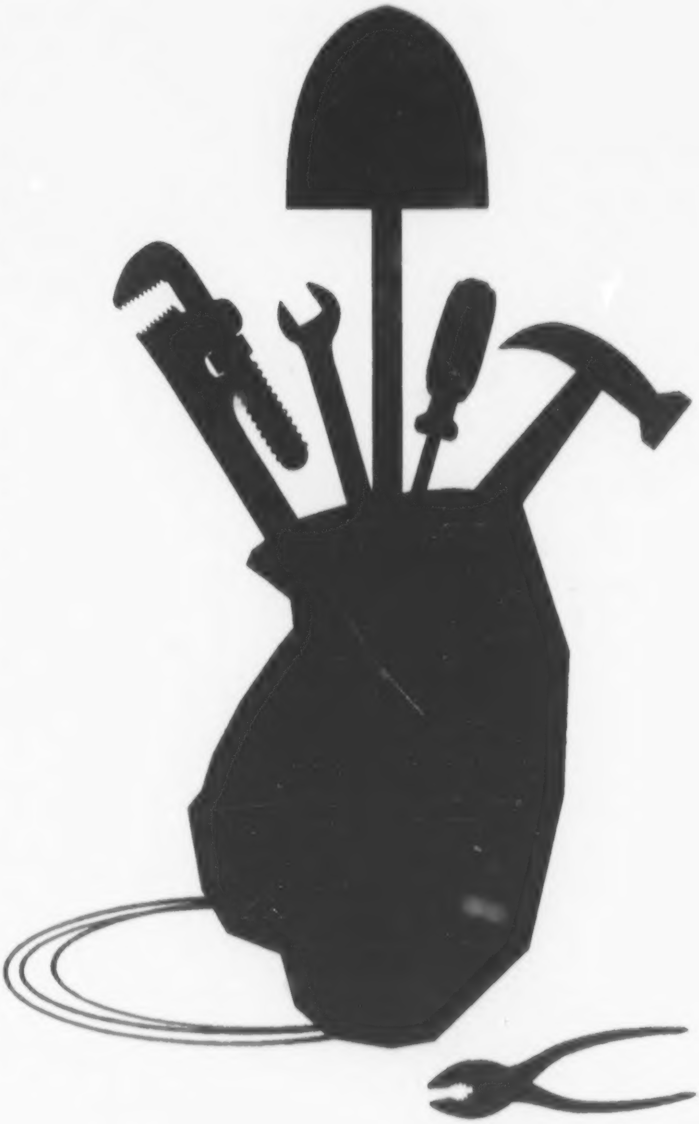
by Jose R.
B.O.P.

My name is Jose, and I work for Basic at B.O.P. I like my job because it helps me pay my bills at home and because I feel safe on the job. They have a lot of safety rules, and I think it is very good for everyone who works in the plant.

Detectives From Scotland Yard

by Lupe C.
B.O.P.

This book was very good. It was about two thieves. They wanted to rob the bank. Their names were Gus and Mike. The bank was next to a house that belonged to a man named James Wood. The two thieves broke a window, and they got into the kitchen. Gus was holding a big bag. There were some tools and a rope in the bag.



Mike said, "This room is next to the bank. We can break down the wall." Gus said, "The wall is very thick." Mike said, "Mr. Wood is going into his house."

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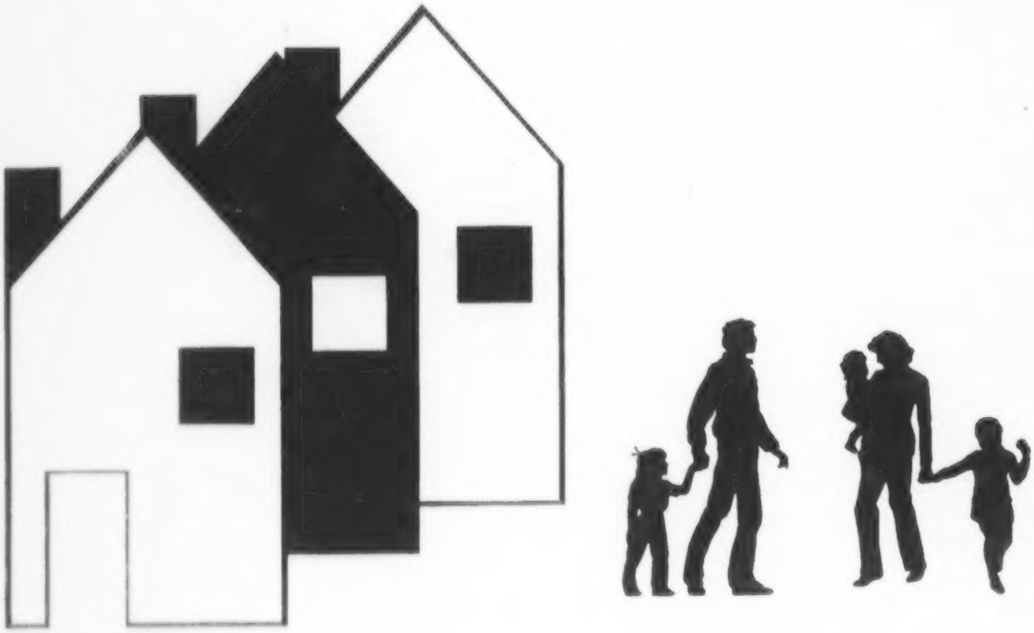
A Painter

by Jose R.
B.O.P.

My name is Jose. I'm a painter. I like my job because all the time I've worked for painters in Houston.

I have ten years experience, but I need to speak more English. I need to practice with other students on the job because English is important to me.



My Job

by J. T. H.
B.O.P.

I like my job because I make money, and I buy things for my family. I also pay for my house.

A Nice Story

by Juan G.

B.O.P.

The first thing I want to say is thanks to my teacher because she is one of the best people I know. She is a nice person with me.

I want to say the same thing to my tutor. She is a beautiful person and I have to say thanks to her.

I don't know how long we are going to study in the English program. I know I'm going to have nice support. I am talking about Jane and Barbara.

Work

by Robert R.
B.O.P.

I like my job because it is safe and good money. I need to work to support my family and buy food. I think work is important to everybody.

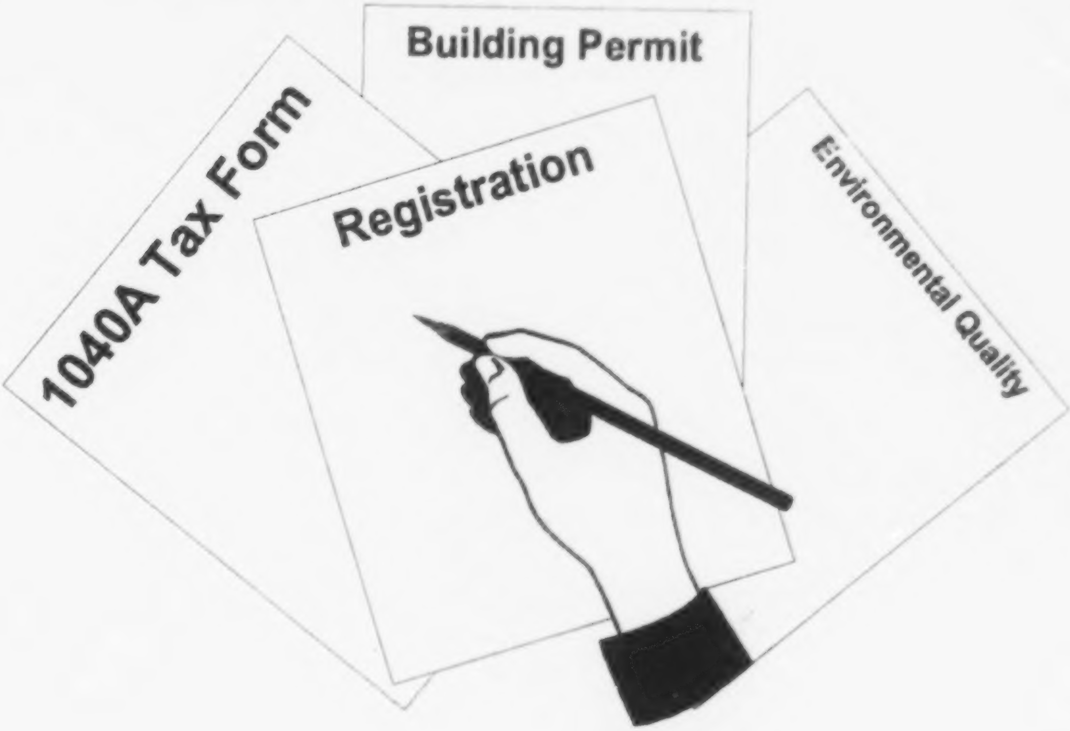
I like my job! It's safe.

Starting My Own Business

by Damian A.

Some day I would like to start my own business. Before I can do that, I will need two things—land and money. In order to accomplish those goals, I need to better my reading and writing skills.

There are many complicated forms; such as, building permits, registrations, tax forms and environmental forms. After I have read, understood and completed these forms, I can begin to build my business.


Building Permit
1040A Tax Form
Registration
Environmental Quality

Christmas

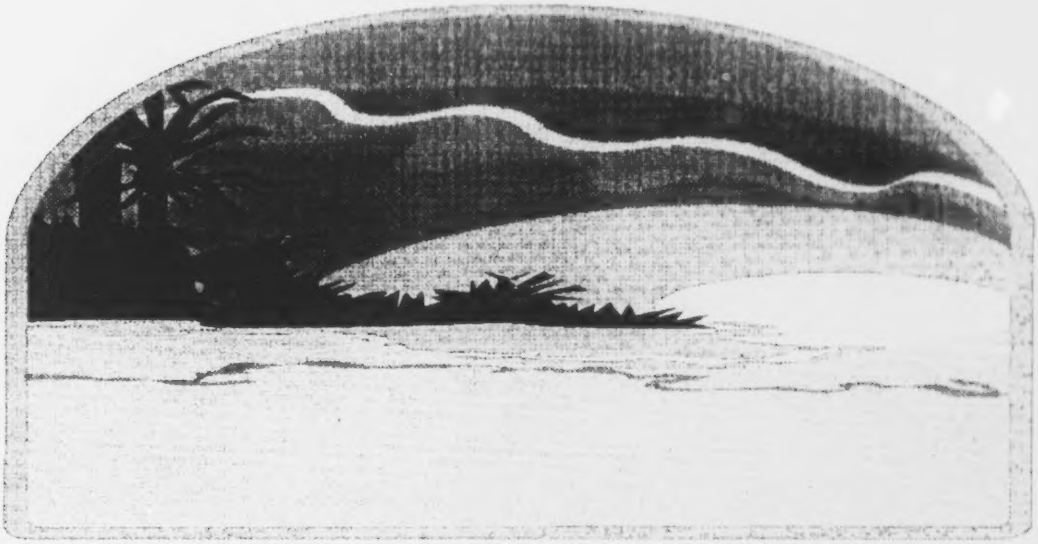
by Martha G.

In the late fifties when I was growing up on the island of St. Lucia, I can remember Christmas used to be the best holiday I ever had. Six months before Christmas, Dad would make sure that there was a pig, a goat and also a lamb slaughtered for that day. The day before Christmas, we would get all the bedding clothes and everything in the house clean for that one special day called Christmas. The last thing we had to do was scrub the floors and sweep the yard. When family and friends came from everywhere, things all around would be neat and clean for the season. Family, friends, kinfolk and loved ones came from everywhere to visit Mom, Dad, uncles, aunts, and especially grandmas and grandpas.

Apartment Maintenance

by Jerry D.

When you start apartment maintenance, the first thing you have to learn is to clean up after yourself. When you do sheet rock work, you get sheet rock dust everywhere. You get your vacuum cleaner and you clean up your sheet rock dust. When you go to paint, you lay down a cloth on the floor so you don't get paint everywhere. You cut in your walls first, then you roll your walls out, but you should never get paint on the woodwork. If you do, get a rag and wipe it off.



Disney World Vacation

by Henley W.

We started our trip to Florida at 5:00 a.m. Sunday. My wife, two daughters and I, with a cooler full of food, drove eighteen hours stopping only overnight to rest.

When we reached our hotel, our room was not ready so we got directions to Disney World and started by visiting Magic Kingdom. On our second day we visited Epcot Center. Epcot Center had very few things for children. It was mainly a park for adults. The girls did not enjoy Epcot Center as much as Magic Kingdom. Our third day was spent at Disney MGM Studio. We all enjoyed the park, the rides were great, and learning how movies are made was very interesting. On the fourth day we went back to Magic Kingdom and really had a great time.

We drove back to Houston in one day, not stopping on our way back except to eat.

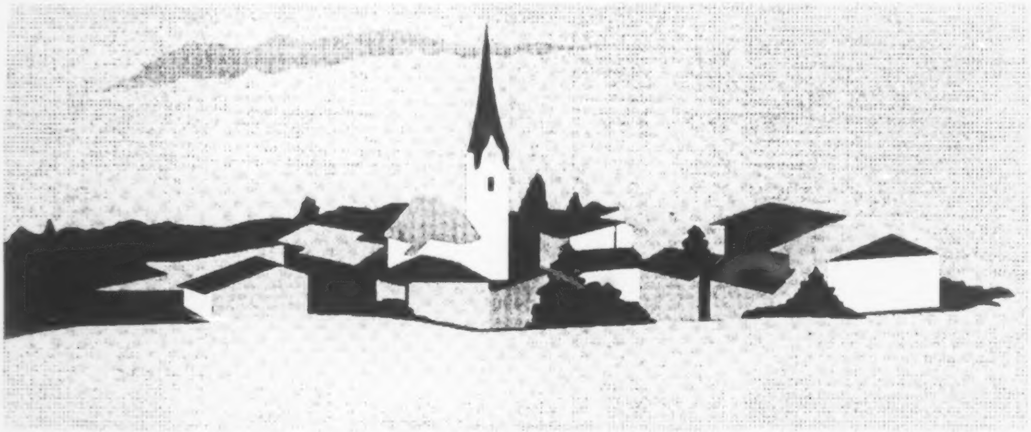
We had a great vacation. Florida was wonderful, and I would go back tomorrow if I could afford it.

My Christmas Village

by Lucy H.

One summer day I walked into a ceramic shop. As I was browsing around, I saw a Christmas village for a remarkable rate. The village is a set of 15 pieces. It has a church with open windows, a candy store with bay windows, a bakery store with windows all around it, a park in the center, three trees, a Christmas tree in the center of the park, eight little people, a light pole, a mail box and the base. I fell in love with it instantly, but was undecided at the time. I went home to think about it. By morning my decision was made. I went back and bought it. I brought it home, sanded it, took it back to have it fired. Three days later I brought it back home. Now I am ready to start painting it. But, first of all, I had to go back and buy the paint.

Finally, I am ready now. I couldn't wait to start on my first masterpiece. As I maneuvered the beauty of the first piece, I was flabbergasted. I just wanted to continue on the next three pieces. By that time it was midnight and I had to stop. I couldn't wait for the next evening to proceed with my painting. It took me a weekend and a half to finish my project.



The details on each piece were so tiny. The work was tedious. The walls in each building are built with individual rocks. I had to paint each rock individually and the cracks, too. The church is white with a tall steeple and shrubbery around the building. The little people are so tiny. Their faces were monotonous to paint. It takes a steady hand to create the features on their faces. I had to repeat their faces three times before I got them right. The trees are green and the Christmas tree has holes to put in Christmas lights. The base is green with brick walkways and sidewalks from building to building. I also added snow to the whole village, and lights, too.

Gym

by Barbara G.

A gym is a great place to work out. You learn what your body can and can not do. You learn about aerobics, weight training, nutrition, and how to lose or gain weight.

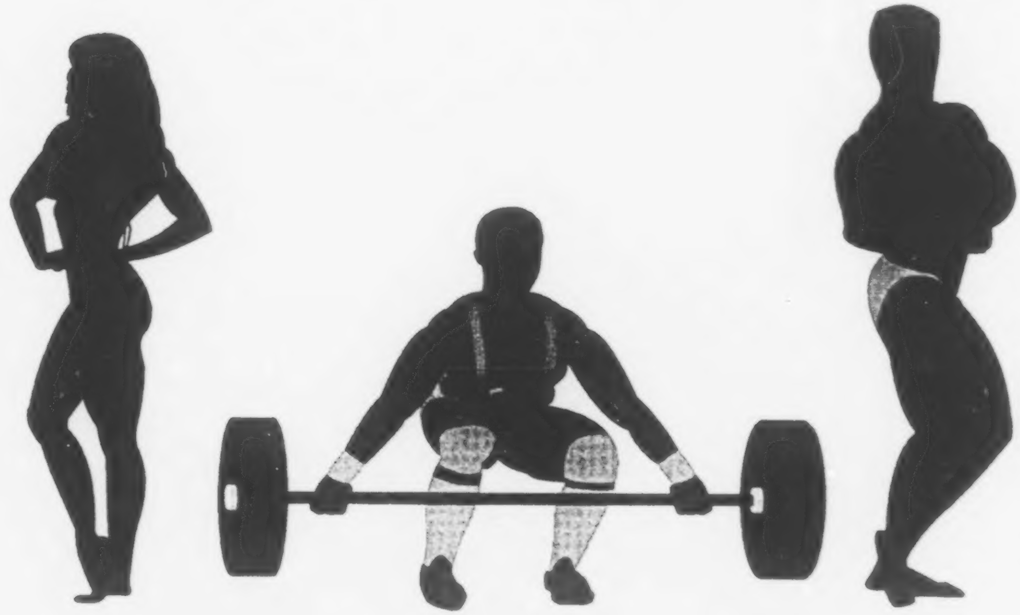
Aerobics is a great way to tone your body. Cardiovascular endurance is the most important component of physical fitness. You should always check your heart rate when you are doing aerobic exercise. Aerobic exercise three to four times a week will help you live a longer and healthier life. A good aerobic workout will help you lose weight.

Anaerobic exercise, weight training, is different from aerobic exercise. It requires a high rate of energy for a short time. Weight training will increase your muscles and strength. To build muscle you do as much weight as you can, six to eight repetitions, three to four sets. You must do at least four to six different routines for one body part. To tone your body, keep to 10 to 12 reps, at least two sets, per body part. To get good muscle definition, do a lot of reps per body part. To build muscle, do less reps with more weight. For muscle definition, do more reps with less weight.

Fat is a no-no to a body builder. A body builder wants to keep the body fat down. There are different ways to check your body fat. One is a water method, and the other is a pair of calipers. Food is very important to the person who is involved with weight training or aerobics. You are what you eat. If you need to lose or gain weight, there are nutritionists and personal trainers to guide you.

People who are overweight are not usually happy with themselves. Once they lose their weight and look better, they are usually happier with themselves.

Going to a gym can totally change a person's life. You learn how you can live longer, stay healthy, look and feel better about yourself, and know what kind of foods are important to your body. Anaerobic and aerobic training can be used to tone your body, build muscle or lose weight, and improve your cardiovascular endurance.



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Jessica

by B. G.

Jessica is my granddaughter. I was there when she was born. I have been with her on her birthdays and Christmas. I love spending time with my granddaughter.

I was with my daughter when she went into labor. Around 6:45 p.m., the nurses took her into the labor room. At 7:00 p.m. on October 19, 1990, my first grandchild was born. When Jessica was less than two hours old, she turned completely around in her bed.

For Jessica's first Christmas she received a lot of presents. I took pictures of the family holding her. We felt great because our daughter and son-in-law were able to have Christmas at our place.

Jessica's first birthday was nice, but her second birthday was even better. She was able to open her presents. You could see Jessica having fun. Jessica knew she was the life of the party.

I love spending time with Jessica. I watch her grow. I can see when she's planning to do something she isn't supposed to. People ask me if I'm baby-sitting. I tell them, "No. She is with me because I want her with me." I want Jessica to know that I love her and I want to be part of her life.

Jessica is my first grandchild. We enjoy having Jessica here with us on special occasions. I love spending time with her. She is the apple of my eye.

Reading in Texas

by Robert P.
"Families Reading Together"
Harlem

I'm glad I moved to Texas. My home is in St. Croix. What I like about Texas is I am working. I am learning to read. I hope one day to learn to read better and to get a better job. I thank my teachers for showing me how to read.

At home in St. Croix, I have five brothers and six sisters and I am the last boy. They are all proud that I am learning to read. I am married, and I have one daughter, two years old. My wife is proud I am learning to read.

I am a welder, and I can paint cars.

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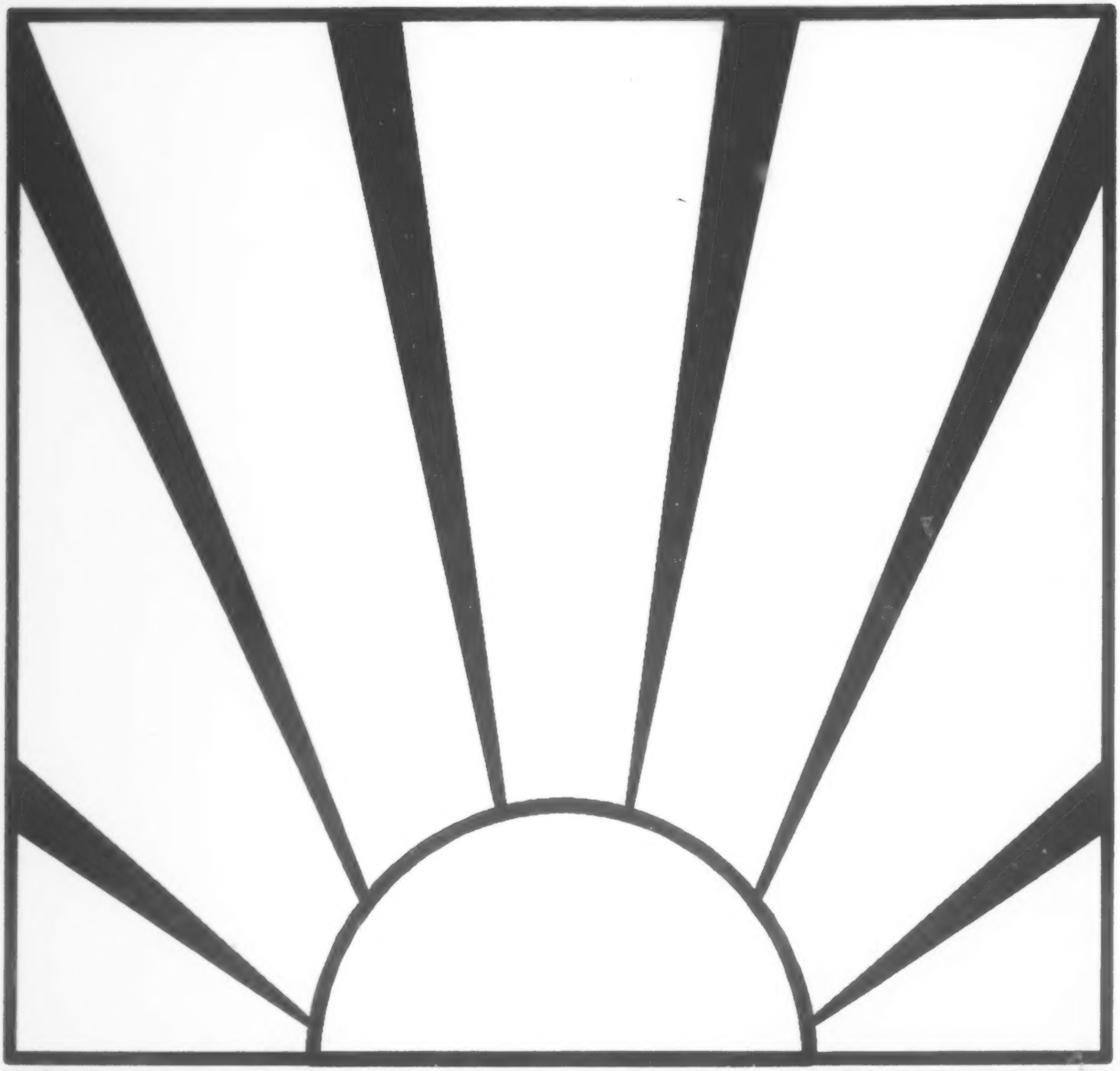
Christmas in Mexico

by Rebeca V.
"Families Reading Together"
Carver

When I was in Mexico we celebrated Christmas. All our family and four or five families would celebrate all night with piñatas, candies, oranges, apples, and peanuts. The dinner included tamales and "atole de piña." At midnight we would go to the church, "misa de gallo", to give thanks for all the things God gave us in all the year.



BRIGHTER HORIZONS

a journal comprised of the writings of participants in
Literacy Volunteers of America/Sterling Municipal Library

Baytown, Texas
No. 24, January 1993

This issue was made possible through

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Christmas Day Sharing

by Alicia V.
"Families Learning Together"
Carver Elementary

We are thinking that on Christmas we will meet some friends. We will make some food for our family and friends. My husband and I were thinking about the children's presents. We believe that it is not very important because we have other times to give presents. Christmas day is beautiful and very special for all people because we celebrate when God is born. We wish all people to have much love. Presents this day are not very important. We need to share with all people our love, food, and everything.

This Is How I Celebrated Thanksgiving Day

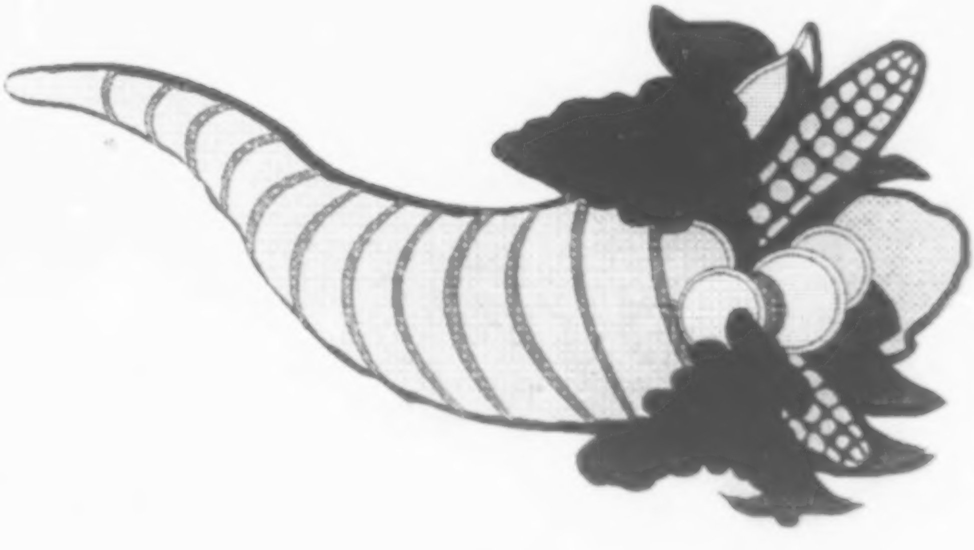
by Maria C.
"Families Learning Together"
Carver Elementary

I started the day cleaning the house and then preparing the breakfast.

Then I had to go to my father-in-law's house to cook the turkey in his oven because my oven doesn't work. Well, I left the turkey cooking there and went back to my house to continue with the arrangements of the night.

I prepared mashed potatoes with gravy, boiled ears of corn, vegetable salad and cucumbers. The main dish was turkey.

We were together, but we missed my mother-in-law. I was happy because we could still be together with my brother-in-law, father-in-law, husband, daughter, and myself.



Peace On Earth

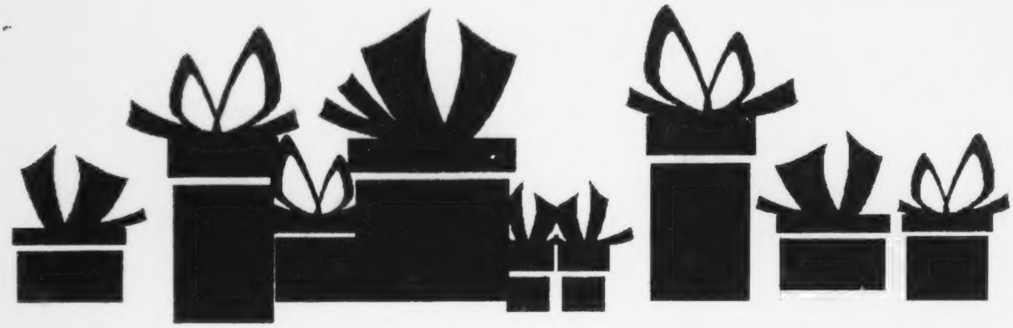
Our Creator

by Sidalia B.
"Families Learning Together"
Carver Elementary

My favorite hobby is to walk, walk, walk. I look at all of nature—the trees, the flowers, the sky, the animals, the mountains. I like very much to look at all babies and see the different humans. I see and think that this is the greatness of the Creator, Maker of all things.

I write this paragraph about the Creator and I say thanks for all—thanks for all the good people that He gives to me in my life.

Thanks to the Creator of the universe!



Christmas

by Yolanda G.
"Families Learning Together"
Carver Elementary

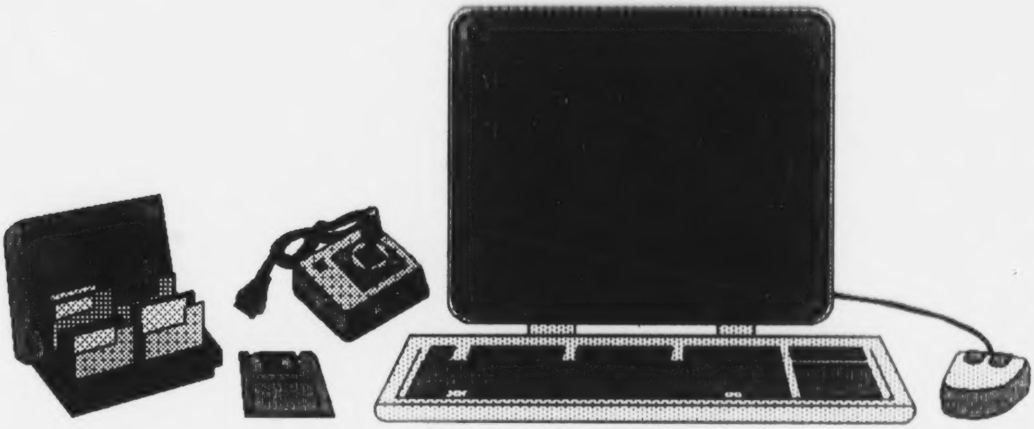
Christmas is a time we love. The family gets together to celebrate this time with dinner. My family wants buñuelos and tamales that I can make for them.

I need to go shopping next weekend because I have not finished buying presents.

On-Line

by Maria L.
"Families Learning Together"
Carver Elementary

I would like to say thank you for the time you gave me in the computer room. Yesterday I had a good time because I could learn how to write a few words. Also, I could remember how it works.



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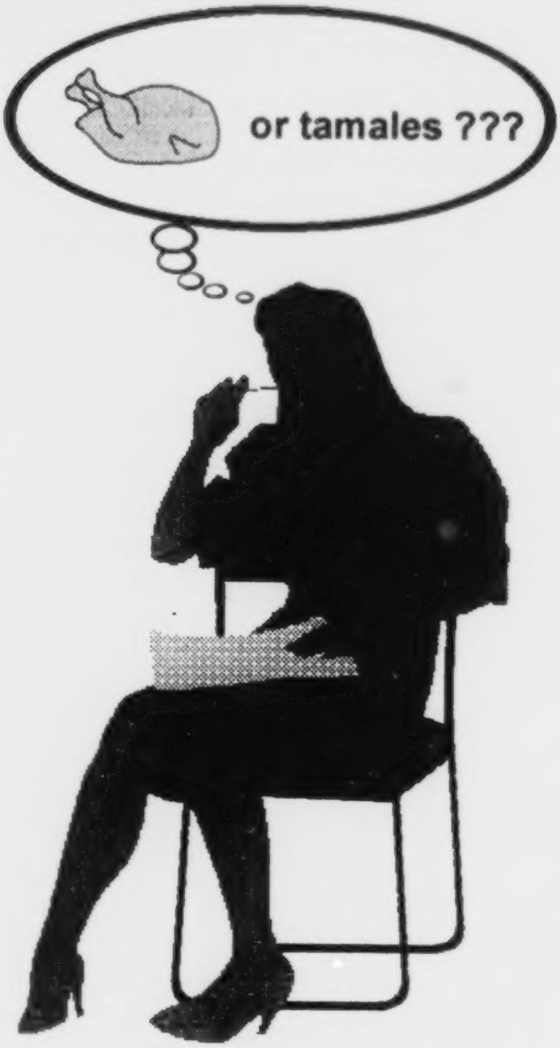
Christmas: A Busy Season

by Maria O.
"Families Learning Together"
Carver Elementary

I am going to try to buy presents for my children. We are going to make tamales, buñuelas and much more. We plan to have a little dinner and after that we are going to play some games. At the end of the day we are going to open presents, if we get some. My husband, my children, and I are going to church.

What To Cook?

by Maria C.
"Families Learning Together"
Carver Elementary



This Christmas will be the same as Christmas last year. We are few: only my husband's father, my husband, my daughter and me, but I'm happy to be together and healthy, and I give God thanks for this.

I don't know what I will cook for the Christmas Eve dinner.

My husband and daughter want tamales. I don't know if I will cook them, but if not, I'm sure that the dinner would be delicious anyway.

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A Season of Peace and Joy

by Josefina B.
"Families Learning Together"
Carver Elementary

This week I am going to go shopping for Christmas. I need some gifts for my friends and my family.

I'm going to cook some tamales for this day. Christmas day is special because my friends and family share together the peace and joy of this season.

I like Christmas, but sometimes I feel sad. My wish for all people is the peace and love of Jesus Christ!

The Computer

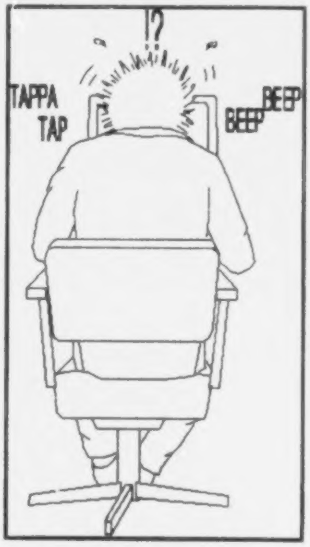
by Maria C.
"Families Learning Together"
Carver Elementary

A computer is a nice thing to use to learn new things. It is very helpful because it shows me the correct answer for the question when my answer is wrong.

It is fun to work with this machine because I can go over many things in a few minutes. The result is that I learn more in less time.

I would like to have a computer in my house because I could work with it every time that I have free time.

I know that a computer with the correct program knows everything correctly, but I think that it can't take completely the place of the teacher.



Sometimes I need an additional explanation about certain subjects that I can't understand with just the computer.

Christmas Holiday

by Maria L.
"Families Learning Together"
Carver Elementary

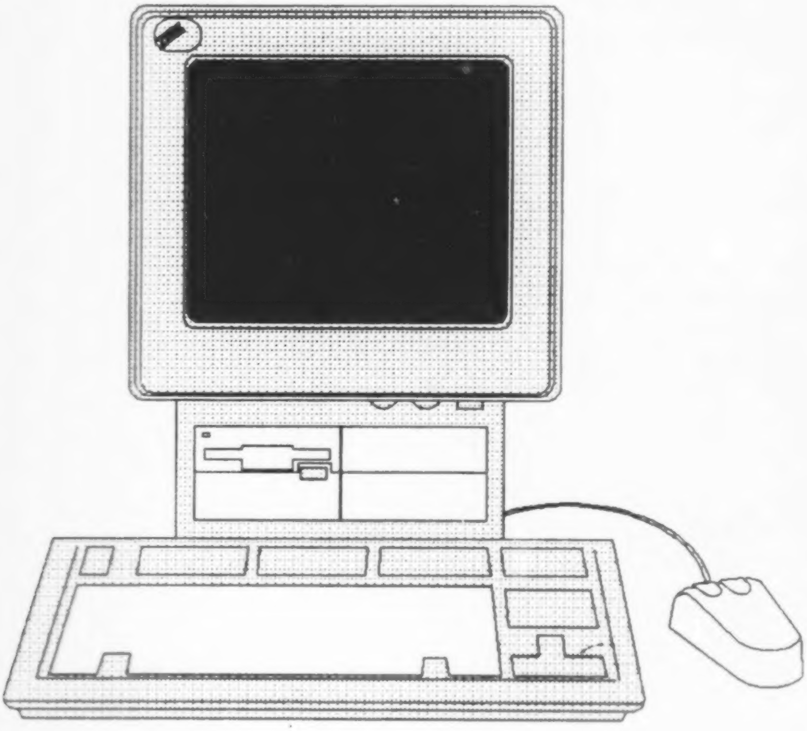
We will celebrate the Christmas holiday in Baytown, Texas at our house.

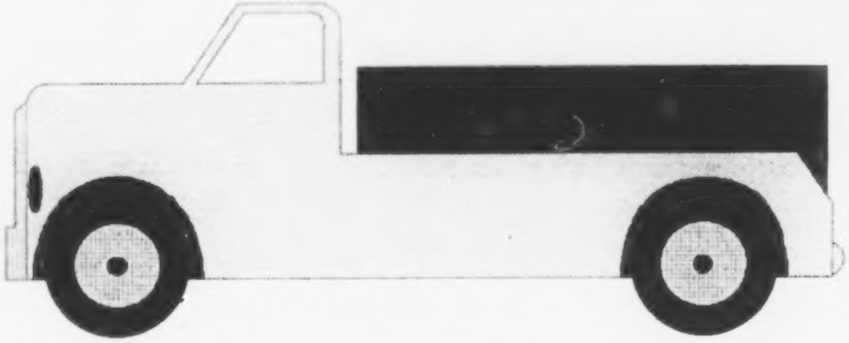
This day is very special for us. We are going to visit our Lord in church, and after that we will have a little dinner with our family. We will say, "Thank you God, for all the things we have received this year—the good things and bad things."

Computer

by Alicia V.
"Families Learning Together"
Carver Elementary

Computers can be helpful, and they are easy to use. Having a computer is fine. We hope to get one. I think a computer is necessary for us. It helps us learn easily. You can play or learn at the same time. Computers are enjoyable.





Building One Truck From Two

by J. B.

"Families Reading Together"

Harlem

About one year ago I owned a 1972 Chevrolet pick up truck. This truck had two problems—a bad motor and a bad chassis. I bought another 1972 Chevrolet pick up, and I took everything off it but the chassis and the motor. Then I took the bed, the cab, the hood, and the fenders off the other truck and put them on the one I purchased.

So I ended up with one good pick up from two bad ones.

A Fun Weekend Camping Trip

by Arthur R.

My two sisters, their husbands and I went camping at Lake Conroe. The first day we spent all day at Old Town Spring in Spring, Texas. There was the old train station, woodwork shops, antiques, leather shops, some historic mansions, smaller old homes, a bakery and many small eateries. There were lots of gift and specialty shops. Parking was a problem, but we finally found a place on the street. We spent all day browsing and shopping. When they closed, we were five tired people going back to our camp site. Revived, the next day we went to the Texas Renaissance Festival. Again we were involved in a whole day of "fun." At the entrance we saw the king and queen who welcomed us. We got plenty of exercise because we walked all day seeing numerous things along the way. There was a giant swing, Merlin the Magician at the Globe Theater, elephant and camel rides and fortune tellers. On the Battle Mound they were fighting with swords until only one was left—the victor! That was one camping weekend I shall long remember.

A New Beginning

by Lucy H.

Millions of Americans have physical or mental disabilities that limit their actions. There are several kinds of disabilities. Some affect hearing or sight. Others affect mobility.

It is so hard for many people to find jobs where businesses accept their needs.

I believe that more doors should be opened for disabled people in the United States. I believe that the new law will help them get jobs, use public transportation and enter stores, banks, restaurants, restrooms and movie theaters.

The law will help millions who have been locked out of the mainstream of society.

All In A Day's Work

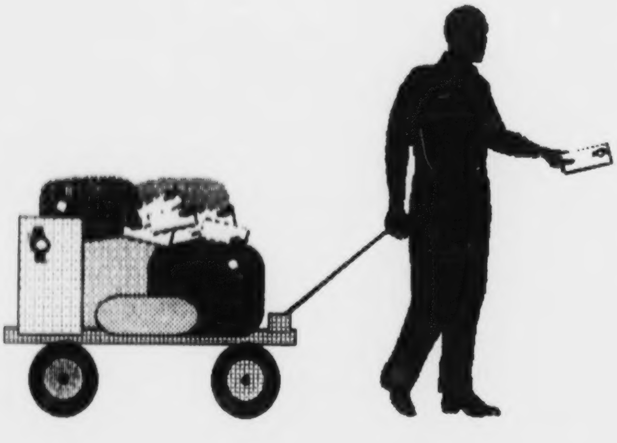
by Manuel D.
B.O.P.

My name is Manuel. Today the date is January 16, 1993.

My little story is about my job at B.O.P. I deliver packages and material to all offices in the Administration, M.D.O., M.P., M.P.U., Control Center, Lab, Quality, Security, Stores Buildings, and many other areas. This job is done every day. On Monday and Friday I work with two other co-workers. To do this job we use a two-wheel dolly and a four-wheel cart and sometimes a truck. The people we deliver to are always very nice and polite—never rude. They always say thank you.

My job also includes maintenance: such as set up the conference room for meetings or the blood drive; change or replace light bulbs in offices, hallways, walkways, security building, and other areas; mount white boards or other equipment; paint offices; move or relocate people's things when leaving for another job site; move furniture in or out of offices when necessary. To do this maintenance, a work order is necessary. A work order has the person's name and the charge numbers to do the job.

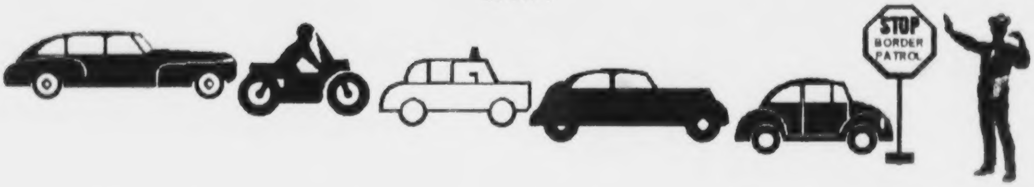
I thank my tutor, Mary Ann F. for teaching me. I want to thank Jane B. for her help.



At the Border

by Ricardo M.

B.O.P.



Every year at the holidays I go to Mexico. My family lives near the border with the U. S. A.

When we come back from Mexico, the border patrol checks our documents. We need to show the green card or other identification to demonstrate that we can work and live in the U. S. A.

After that, the border patrol asks us about the articles that we bring from Mexico. We can't bring fruits with pits, like avocados, or plants with roots. We can't bring meats like pork or chorizo (sausage).

We can bring all kinds of Mexican wines and beer but only one quart per person 21 years or older. We pay $1.10 of tax.

Sometimes the border patrol sees cars, and they suspect that these people bring drugs from Mexico. They bring a dog and it smells around the car by the tires, the fenders, and inside of the vehicle. The dogs were never used on my car.

After all these things, we go 80-90 miles from the border. We then find one more checkpoint which is the Immigration and Naturalization Center of the U. S. A. We need to show them the documents one more time and answer some questions like, "Is this your car?", "Where did you buy it?", etc. After this time, we come to our home.

The Story of My Christmas

by Sergio L.
B.O.P.

On Christmas I went to a big party at a friend's house. All of their family came over and some other friends. Everybody had a lot of fun.

They were popping fireworks, then they all came in and started listening to Christmas carols. They were also dancing and talking and having fun. At 12:00 a.m. they were opening their Christmas gifts. They all went out and started popping fireworks. All of their friends left at about 4:00 a.m.

November 26, 1992

Dear Friends,

Thanksgiving Day was a very good day. All my family and friends were together. We had dinner and watched football games. We talked about vacations and Christmas time.

Sincerely,

Ramon F.
B.O.P.

What I Did On Thanksgiving Day

by Pedro C.
B.O.P.

I was with some friends of mine to pass the time. Friday and Saturday I was with my cousins. We went to a dance with a girl friend. The club's name was "Rincón Norteño. On Sunday I changed the oil in my truck.

Holiday Travel

by Manuel D.
B.O.P.

After work I went to the valley of Texas with my family in my car. I arrived in Harlingen at 3:00 a.m., Thursday, November 26, 1992. I slept for five hours. I visited my mother, sisters, brothers, sister-in-law, and my nieces and friends at 1:00 p.m. My brother invited us to eat at his house. My sister-in-law was cooking two turkeys. We had a wonderful Thanksgiving Day, and Saturday we went to Matamoros, Mexico. Sunday we got back to Baytown at 6:00 p.m. On Monday, November 30, 1992 at 6:30 a.m. I came back to work at B.O.P.

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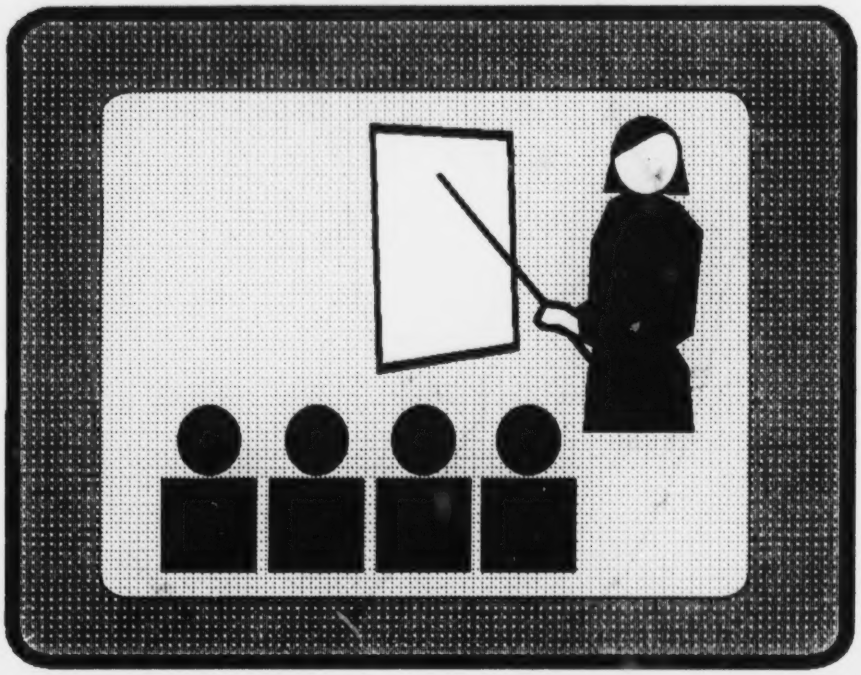
Christmas In Mexico

by Margarita A.
B.O.P.

I went to Mexico the 24th of December with my children. My husband did not go. I went to a wedding, my nephew's wedding. We spent five days in Monterrey.



English Helps

by Raul O.

B.O.P.

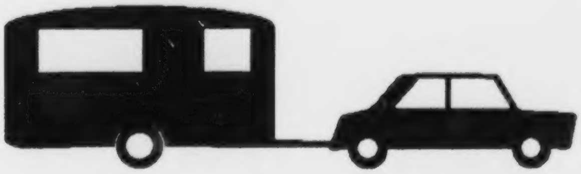
This year I'm thinking of studying English. Then, I can continue to get ahead and succeed at work. I will communicate with everyone, and I can check out tools at the tool room and other things. Also when I go to buy parts for the car, I will order them in English.

Saturday's Storm

by J. T. H

B.O.P.

I was at my house last Saturday when I heard a lot of noise outside. I watched through the window, and I saw a lot of papers flying everywhere. I felt a little nervous when I saw the tornado for 15 minutes. Then everything was normal again.



Camping

by Robert R.

B.O.P.

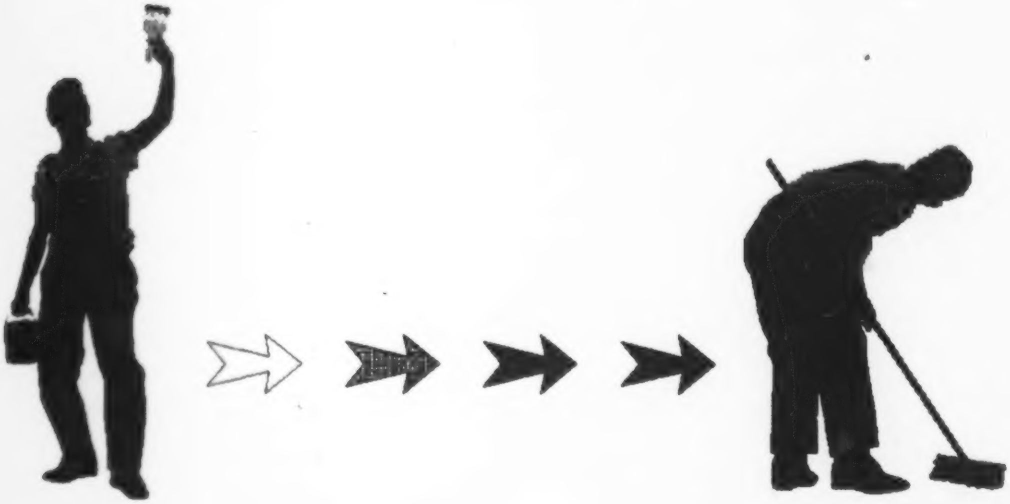
My name is Robert. For my next vacation I'd like to go to the Guadalupe River in San Antonio, Texas. I'd like to spend three days and three nights camping. I'd like to forget the city and the traffic, and fish and stay in the water in the company of my family.

My Work History

by Guadalupe O.

B.O.P.

I began to work here at B.O.P. with Brown and Root as a painter's helper. I knew the work but did not get along with my foreman. I realized I couldn't work for the foreman and I talked to the main office and changed jobs to an insulator's helper. My foreman was R. S. P. When the job was finished, I was laid off. I began with Texas Industrial as a janitor on the 19th day of October, 1979. I am very happy with my job.



A Visit To Honduras

by Sergio L.
B.O.P.

I have some friends that went to the country of Honduras for a vacation. They are from Honduras, too. They traveled to Honduras by car. They told me that they left their home in Texas at 2:00 a.m. in the morning They arrived at the Mexican-American border at about 9:00 a.m. They left the border at about 1:00 p.m. They would stop for food about every five hours. After seven days they arrived in Honduras. That's where they stayed. They got to see the rest of their family.

After about a week everything seemed normal. They went to parties at their other families' houses. They went to the beaches on the coast and they told me that when they got into the water they went about 20 feet out and they could see their feet. That's how clear the water was! They came back by car again to the United States. This time they crossed Mexico in two and a half days. When they got home they were so glad. They were tired of traveling.

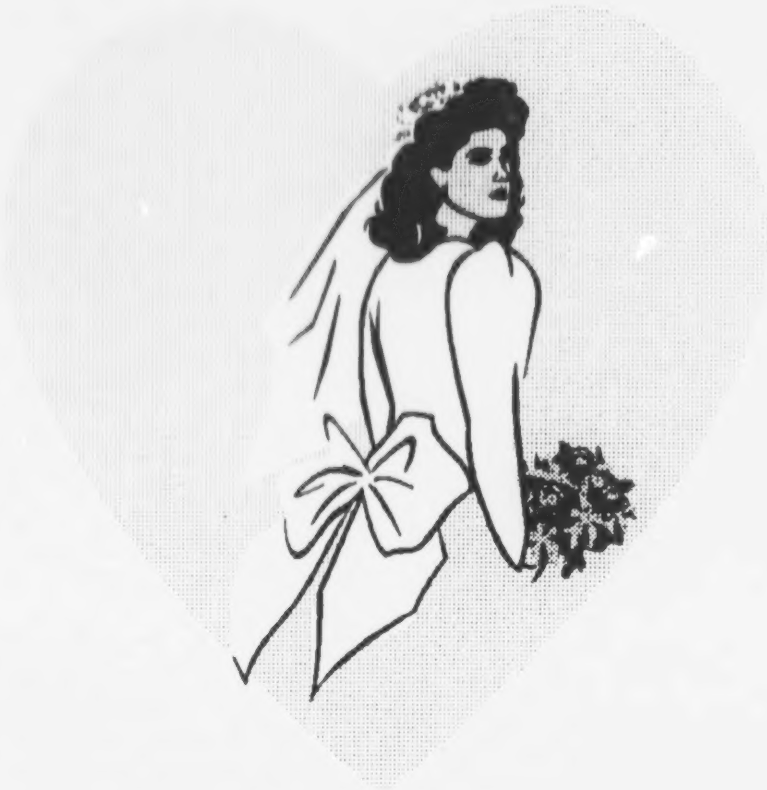
My Daughter's Wedding

by Raul O.

B.O.P.

I have a very beautiful daughter. Her name is Veronica. This is the last of my daughters to marry. She will marry a young man named Lino. He lives and works in Reynosa, Mexico. They will marry in a Catholic church on Saturday, November 21, 1992. My wife is going to buy a big surprise present.

I hope they will be happy the rest of their lives.

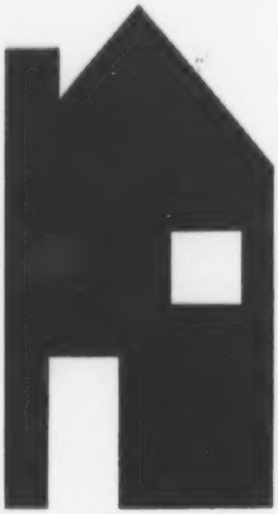


What I Want To Do In 1993

by Guadalupe O.

B.O.P.

I am thinking about working a lot and finally making enough to sufficiently pay off my house. I want to see if I can purchase another house and pay off at least half of it for when I cannot work.



A Contact Sport

by Ricardo M.

B.O.P.

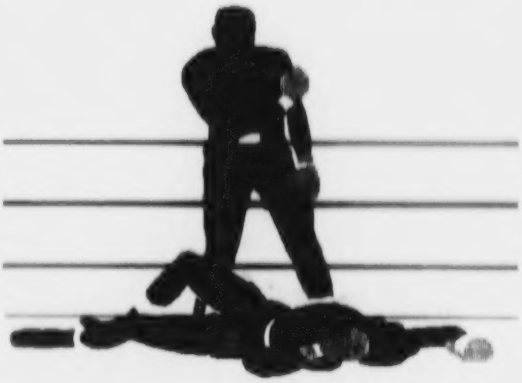
One day my Aunt Placida was sitting in her rocking chair when I got to her home. She is 67 years old.

She was happy because she was listening to the radio and the radio announcer asked a question. She called on the telephone and she told the right answer. She won two tickets for a boxing show.

She asked me if I could go with her to see the show because she never saw a boxing show before.

I went with her the night of the show and the tickets were for the second row.

Before the show started, she was happy and she bought popcorn and soda water. She was smiling and she looked splendid.



When the show started she saw the two men that were exchanging kicks. She changed and she got angry and told me to call the police because that man could get hurt!

I told her that the boxing is that way and she told me, "Go home." She stood up and went out of the arena.

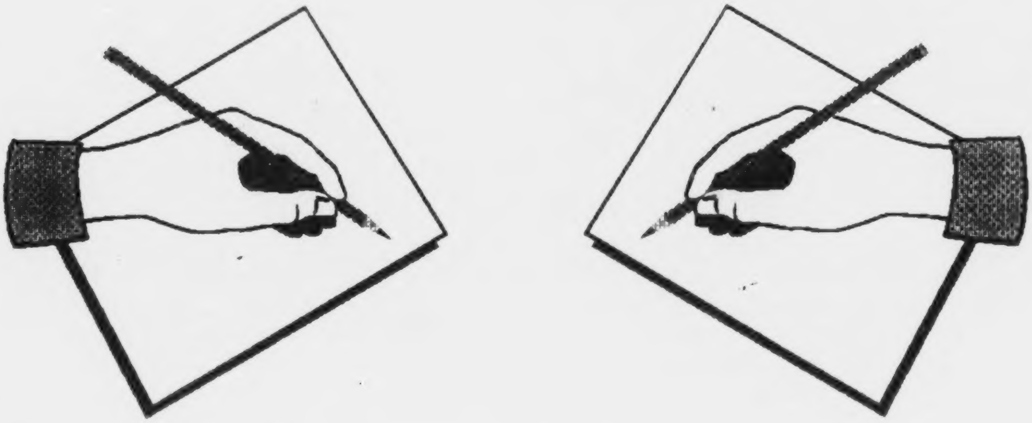
When we got her home, she was crying and telling me that she would never again answer a question on the radio.

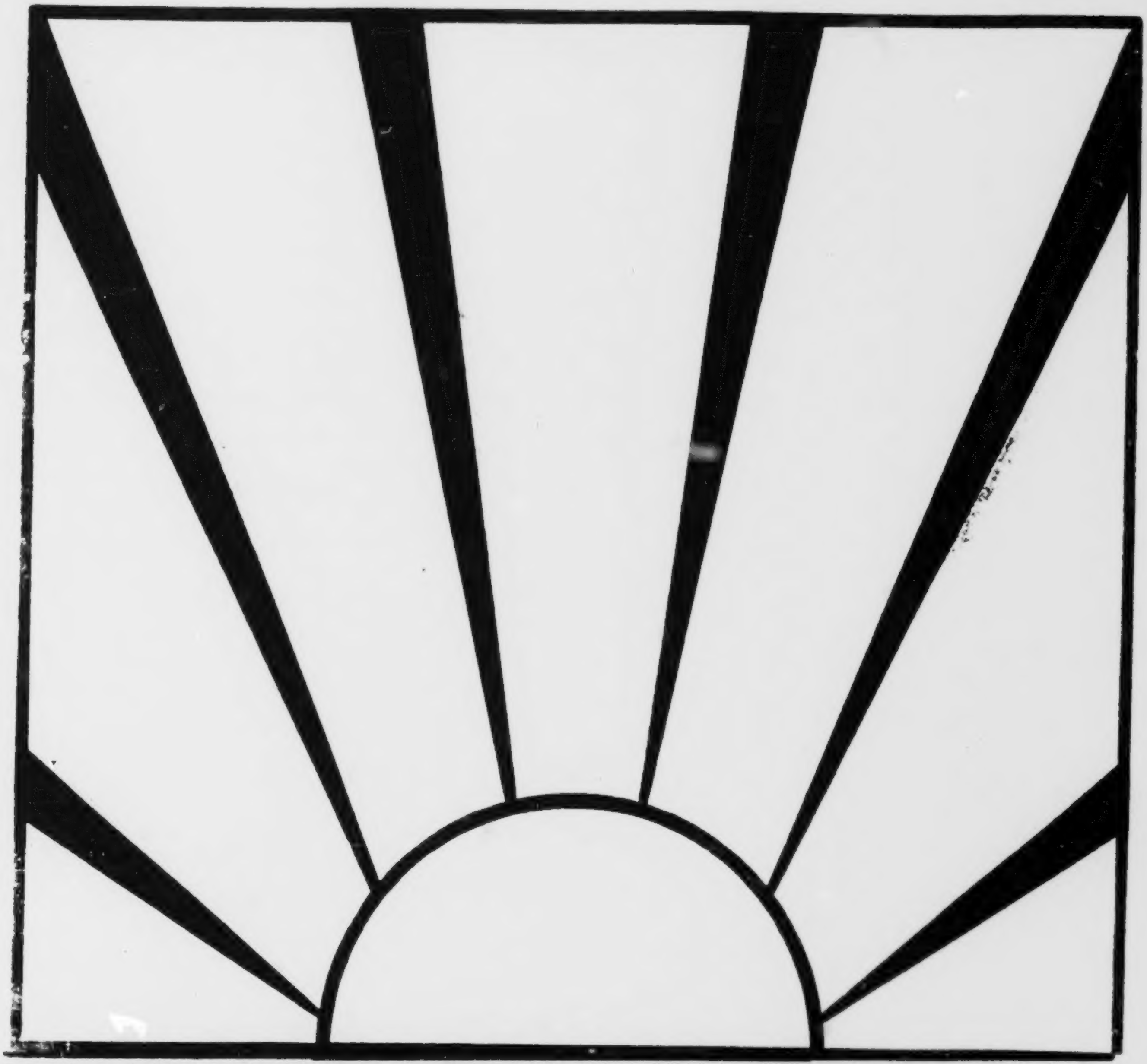
True History

by Ramon F.

B.O.P.

Back in 1952 when I was in third grade, my teacher found out that I was left handed and she didn't like it. She tried to teach me how to write with my right hand but it was very difficult for me to learn. She used to tell me to put my left hand behind my back. Now I can write with my right hand but not as well. My grandma was left handed, too, so I think that this is a family heritage. Thanks to my teacher, now I can sign my name with both hands.





BRIGHTER HORIZONS

a journal comprised of the writings of participants in
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Baytown, Texas
No. 25, April 1993

This issue was made possible through

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THE BEST THING I EVER DID

by Roy B.

Growing up not knowing how to read was very hard for me. Wanting to travel was quite difficult for me because I couldn't read the signs and I was afraid of getting lost. It was hard for me to go to Sunday school because I couldn't follow along with what they were reading. In 1985 I heard the members at my church talking about the reading program being offered at Sterling Library. After that I went and signed up. Since I've been in the reading program, now I find I'm not ashamed of doing things that require reading. I go to church early now, and I find it easier to travel because I can read the signs. Every time I think of how well I've succeeded, I am glad I signed up for the reading program. Come to think of it, it was the best thing I ever did.

MY DAUGHTER'S SCIENCE PROJECT

by J. H. B.

Recently my daughter Kim had to have a science project for school. For a long time we could not think of what to do. Finally, we came up with balloon boats. We filled up our bathtub with water and made the boats. Guess what? The balloon with the biggest opening won the race. We had fun with them for hours. I think I enjoyed it more than my daughter did!

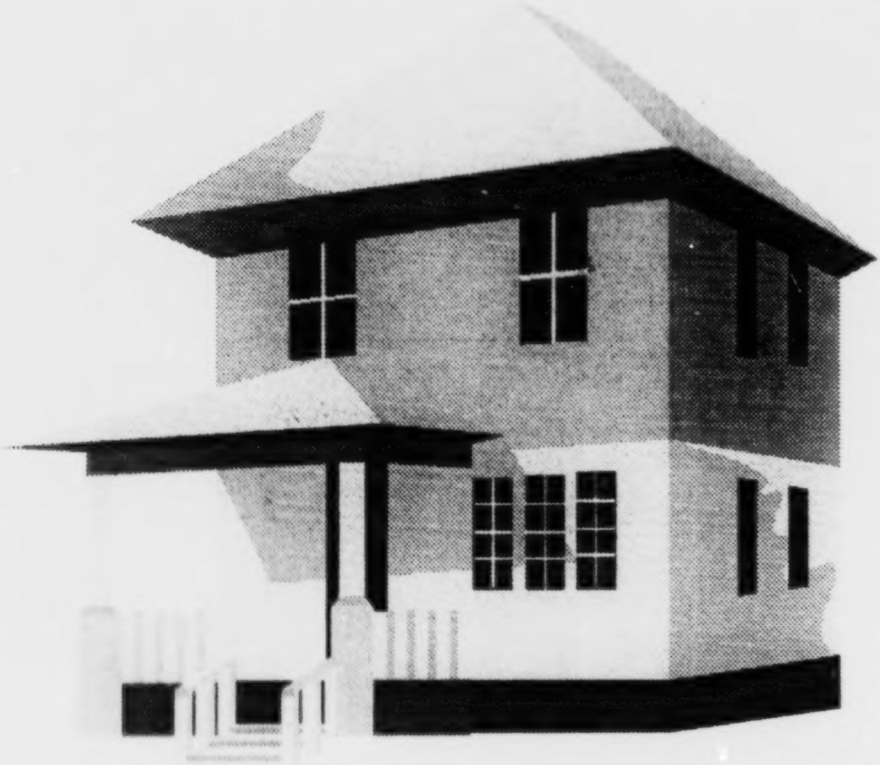
THE JOY OF BUYING A HOUSE

by Damian A.

Buying a home is a great time in one's life. First you have to know how much money you want to spend on a home and in what neighborhood you want to buy.

Now you have to find someone who sells homes to help find your dream home because there are a lot of nice homes out there. It is just a matter of finding the right home that meets your needs.

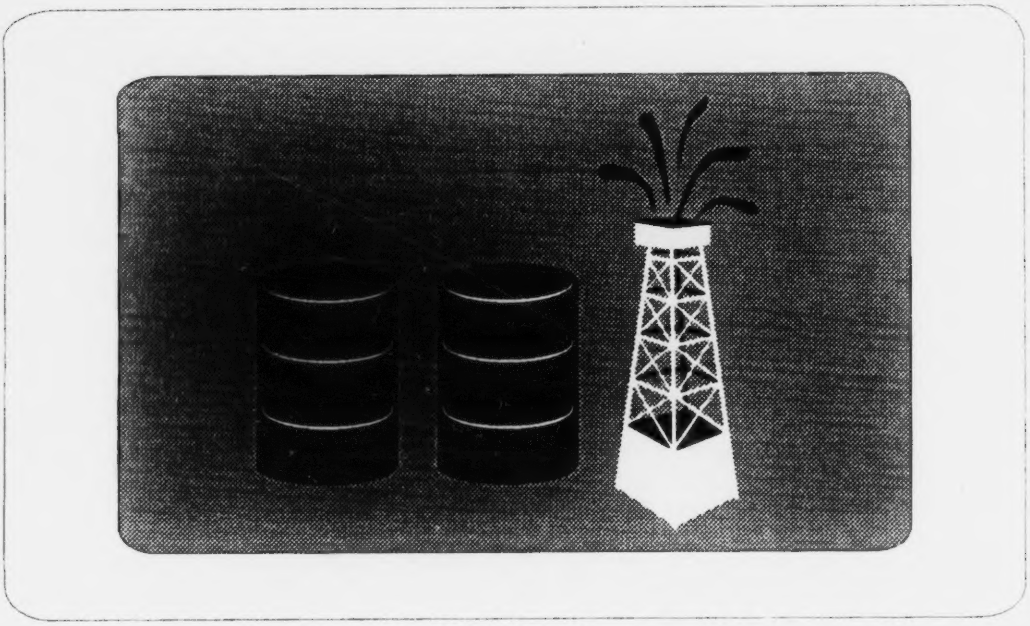
After you have found the home you want, you have to apply for a loan. If you get the loan, you can buy your dream home. If you don't get the loan, you can forget all about buying a new home.



A BIG PROBLEM

by Esmond B.

My biggest problem is not being able to read. If I could read, I would be independent. I can't communicate with other people on a job, so I've been laid off several times. If I could read, I could go into business for myself as a mechanic. I would rather work in the oil business as I used to do before I was in a train accident, which caused me to lose my memory.



Citizen
of the
United States
of
America

U. S. Citizenship

by A. E. Jr.

My wife and I want to become citizens of the United States. We study the questions and answers that may be a part of our exam. We want to be ready when we are told it is time to come in for our exam. We will be happy when the ceremony day comes.

P.S. Thanks to Mr. S.

THIRTEEN YEARS LATER

by Martha G.

It had been thirteen years since I had seen my father. Not long ago, I went back home to visit in the Caribbean which I miss very much. When I got home, it was a surprise to everyone! There were smiles and gladness on their faces. My father was glad to see me and his tenth grandson.

I also spent two weeks in the Big Apple with my oldest sister. She has lived in New York City for the past ten years. Getting ready to return home was the hardest part for me. Spending time with my family was what I longed for.

Thank God I made it and had a safe return back home to Texas.

READING TAKES TIME

by Eugene L. Jr.

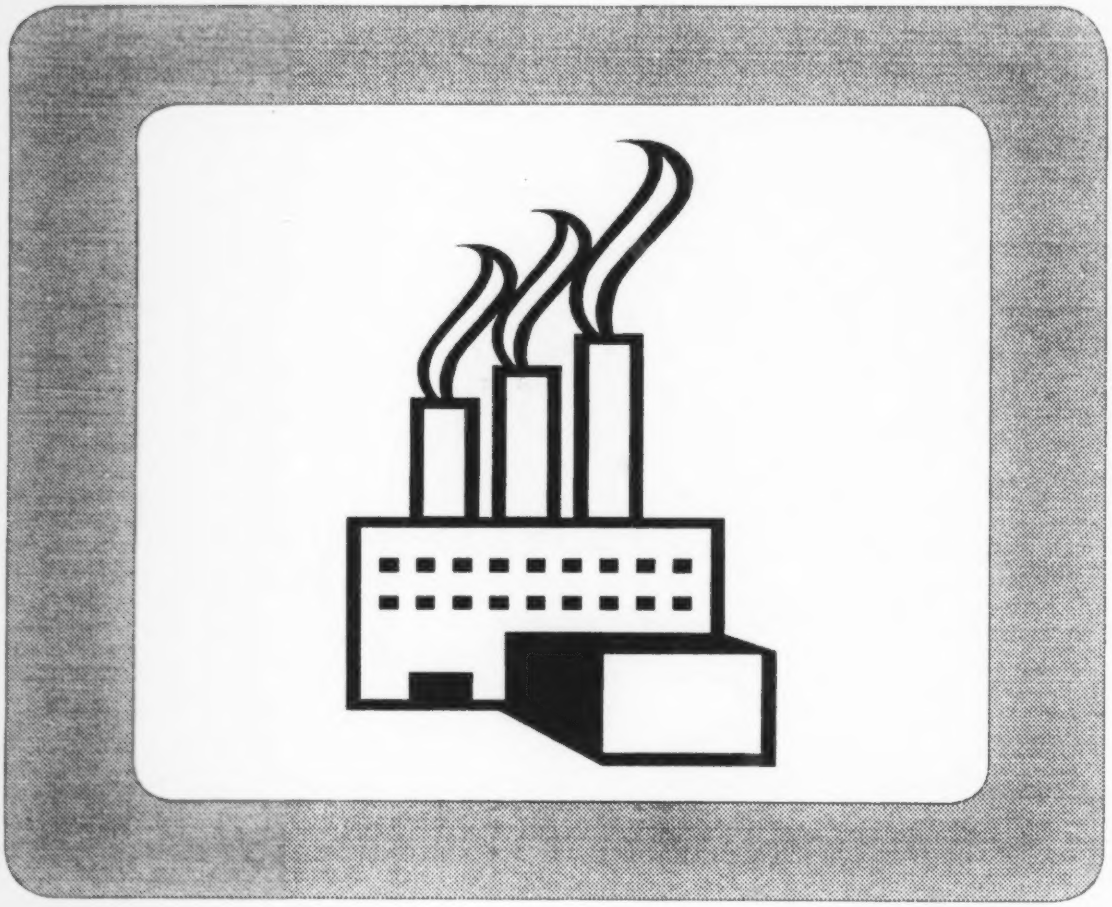
I am Eugene L. I live in Crosby, Texas. I am retired.

I worked at Exxon Refinery in Baytown, Texas. I worked for thirty-seven years.

I retired in 1982. My party was held in the R & D building on June 11 at 1:00 p.m. About fifty people came. My wife and our nine children came.

The company gave me a pin and a teapot. My co-workers gave me a radio and a watch.

I was not able to read my retirement story until March of 1993.



BAYTOWN EAST FREEWAY

by Teresa R.

I see that Highway 10 has a new name. The new name is Baytown East Freeway. I think it is a good idea because it is easier for the people who are looking for Baytown.

REDUCE
SPEED
NOW

A PERFECT DAY

by Barbara G.

I would like to wake up to the aroma of brewed coffee, not from my alarm clock going off. I would like for my husband to serve me coffee in bed and cuddle next to me. I would get out of bed, pass the mirror, and notice no cellulite on my body. I would grab my legs and hips and feel no fat on them. I would run to my scale and step on it. The scale would read 115. Yes, I would be happy.

My husband and I would get dressed and go to the gym. We would exercise together and have a fantastic workout. Then we would leave the gym and go to get a bite to eat at Denny's. We would go home and take a shower and then take a nap.

My husband and I would get up from our nap and get dressed and go to church. At church we would sing beautiful songs and worship the Lord. My pastor would get up and go to the pulpit to preach. He would teach the word of God and make the Scripture come alive. I know I would get a blessing from the teaching. I know I couldn't ask for a more perfect day.

MIGRAINE HEADACHES

by Lucy H.

Migraine headaches are so severe. They affect only one side of my head and are caused by changes in the blood vessels. Migraine headaches are caused by the actions of chemicals in the blood stream on blood vessels surrounding the brain and the scalp. Some of these headaches are triggered by emotions, excitements, tension, shock, a blow to your head, stress, and different kinds of food, like chocolates, etc.

When I get a headache, my side effects start with a vague pain in my neck on the left side of my head. It follows with my eyes. It feels like they shrink or swell so I can barely see and they water very severely. My face also swells at times. When my neck starts hurting so bad, I immediately lay down on a heating pad. Sometimes it helps and other times it doesn't. As I lie down and close my eyes, it seems to relieve the pain some. I also stay in a dark room and do not want to be bothered or talked to at all. I absolutely need silence. Silence seems to help very much. During this time I also get very nauseous. It makes me sick to my stomach.

Sometimes I find myself driving home from work with this headache. I can barely see to drive and the pain is so severe that I have to park on the side of the road for a few minutes until I can go on. Sometimes during this period of time I realize that I have lost a day in between times.

I believe that migraine headaches are similar to cluster headaches, too.

THE LAGOON

by Maria C.
"Families Learning Together"
Carver Elementary

The lagoon remains majestic
as a diamond under the mantle of the night.

The timid moon lights up
like a frightened boy that peeps out of the window.

A choir of crickets whisper a melody
in honor of the lagoon
that is surrounded by a rainbow of flowers
in the middle of the dense wood.

LA LAGUNA

La laguna permanece majestuosa
como un diamante bajo el manto de la noche.

La luna tímida ilumina,
como un niño temeroso que asoma a la ventana.

Un coro de grillos susurra una melodía
en honor de la laguna,
que está rodeada de un arco iris de flores
en medio de la espesura.

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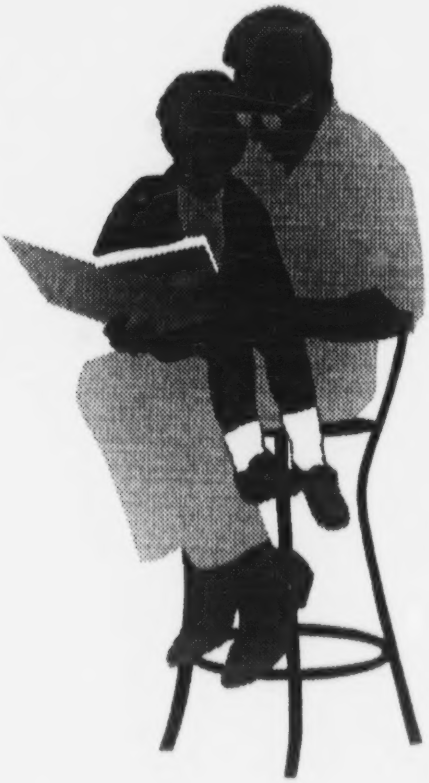
READING WITH CHILDREN

by Francisco L.
"Families Learning Together"
Carver Elementary

It's real nice to read to my children. I see their happy faces. I see them laughing at the same time I do if I read something funny.

A very important thing that needs to be mentioned is:

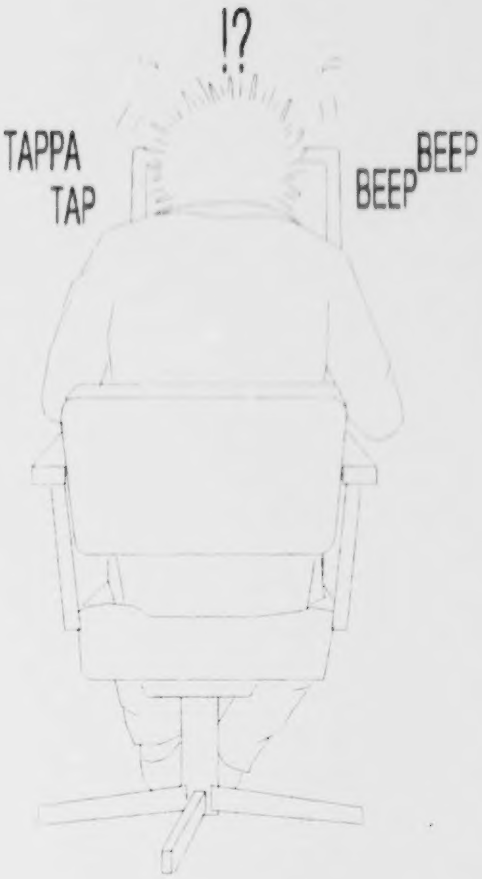
I feel them very close to me.



COMPUTER TIME

by Maria O.
"Families Learning Together"
Carver Elementary

I like to go to computer class because it is fun. It is very important especially when I get the sentences. To me it is still a little confusing, but I have a good time. I learn what a computer's word processor, monitor and keyboard are. I think next time it is going to be easier.



SHARING READING

by Maria C.

"Families Learning Together"

Carver Elementary

I attend the program at Carver Elementary called "Families Learning Together" to improve my English. Every time that I read four books to my daughter, we receive a free book.

I like to read books to my daughter and she likes it too.

We really enjoy these free books because we have fun together, and learn with each book we read. In *Hungry Sharks* we learned new things about sharks' lifestyles. We can chose from a great variety of titles every time.

Reading
Award

READING TOGETHER

by Maria L.
"Families Learning Together"
Carver Elementary

I like to read books to my children. We learn a lot of new words together, and I like to make a habit of this.

My children feel happy when they receive the awards you give away.

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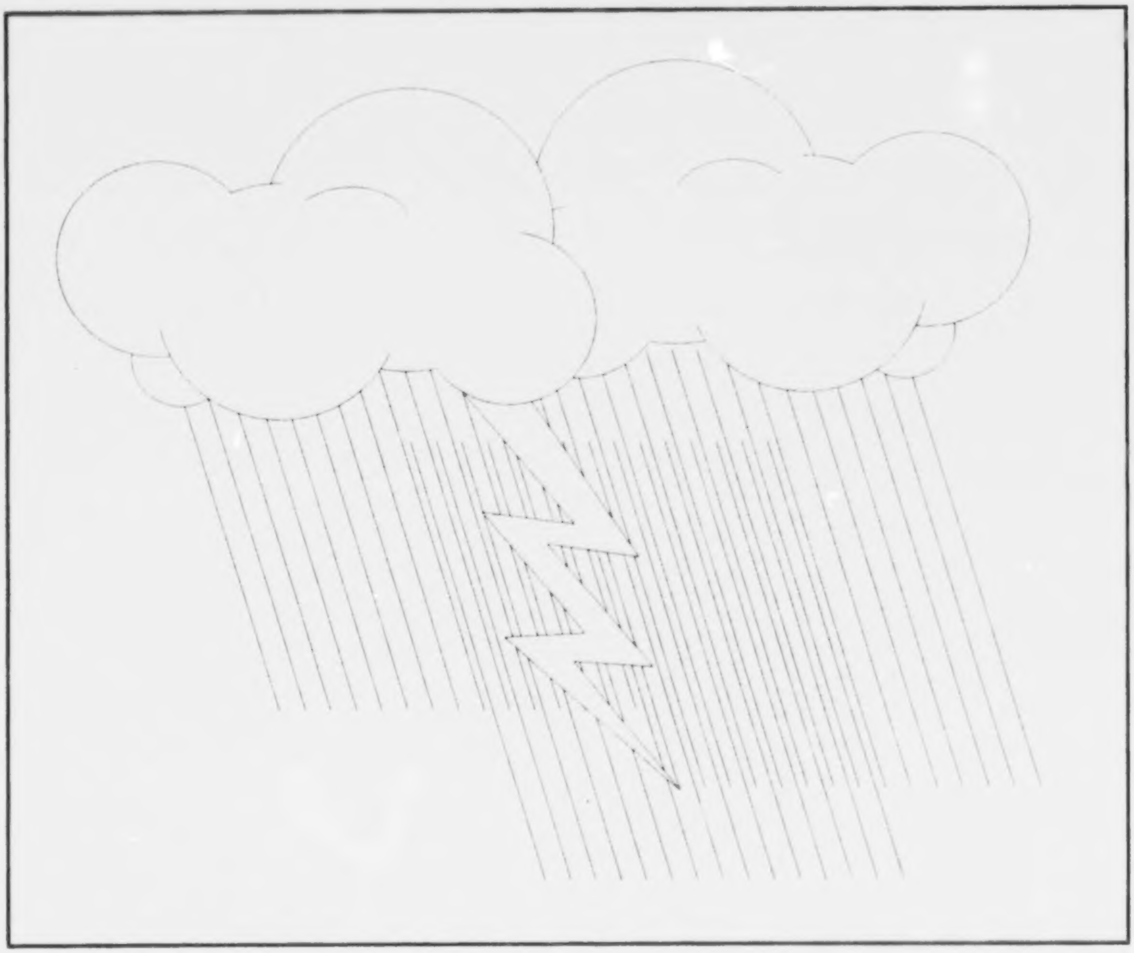
WHEN MY DAUGHTER WAS BORN

by Maria C.
"Families Learning Together"
Carver Elementary

When my daughter was born, at first I was anxious and happy. After four or five hours with the pains, I started a very painful waiting time and I was very worried about my baby and myself .

I was screaming, crying and really hopeless. It was a traumatic experience for me. I had to wait with very strong pains about 16 or 17 hours before I went to the surgery room to have a surgery to let my baby be born.



THE TORNADO

by Ramon F.

B.O.P.

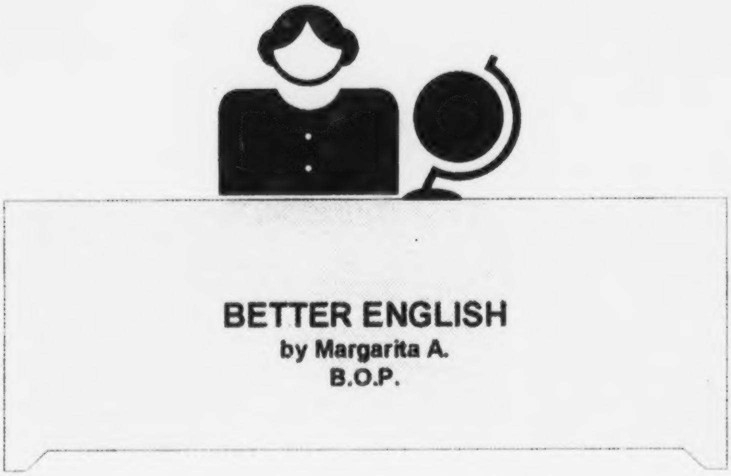
Saturday, November 21, 1992 was a bad day for me. In the morning I tried to fix my cars, but I could not get the parts. At about 3:30 p.m. I got on the freeway to go buy groceries. I ignored the coming of the tornado. I was caught on the freeway when the tornado hit. I got very nervous because there was lots of rain and strong winds. It took me four hours to get back home. Then, my car did not want to start anymore. I was just glad that my house was safe.

MY STORAGE BUILDING

by J. T. H

B.O.P.

This past weekend I worked on my house. I am building a storage building. I'll try to finish it as soon as possible because I will put my tools and lawnmower in the building. The building will help me a lot because I'll put all my tools, gasoline and oil for my lawnmower in the storage building. This way I can keep my family safe because I won't have something dangerous inside my house.



BETTER ENGLISH

by Margarita A.
B.O.P.

My teacher's name is Jane. She is a very nice person who has a lot of patience. I have known my teacher for about a year. During this time I have learned better English. Also I have more confidence in myself. Thank you for your support.

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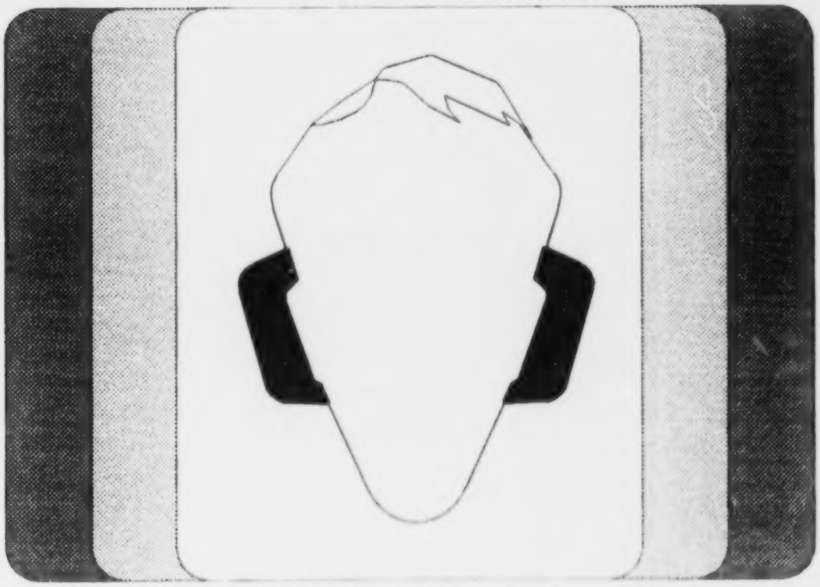
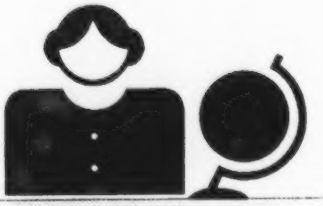


THE EAR PLUGS

by Gaudencio U.
B.O.P.

My name is Gaudencio. My job is to build scaffolds. I wear ear plugs. The first thing you do is take the ear plugs out of the box. Then roll the ear plugs with your fingers, then put them in your ears. The places where you're supposed to use them are the south side of 15th Street, at all times when you are in the units, and in any noisy area. The purpose is to protect your hearing from the noise. You might think that the noise doesn't affect your ears, but in the long term the noise does affect your hearing. That's why it's required to wear ear plugs in the B. O. P. plant.



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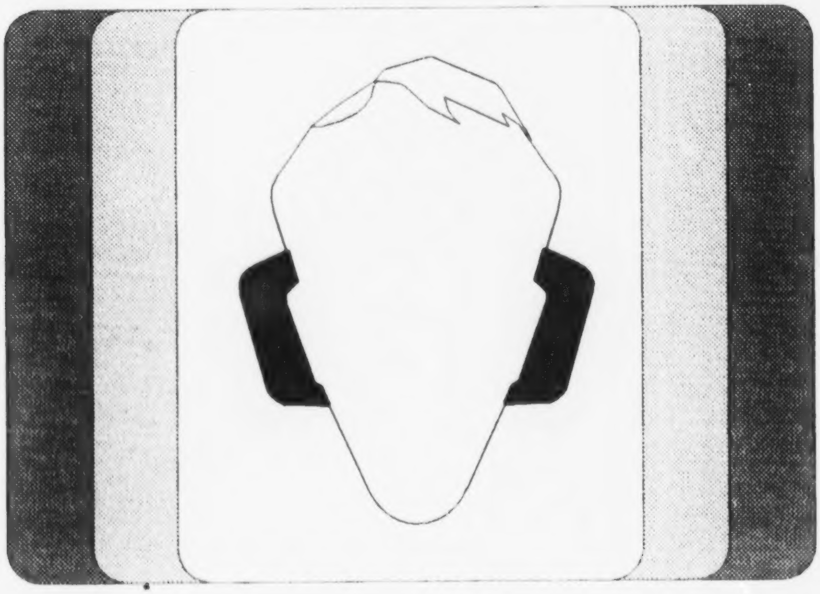

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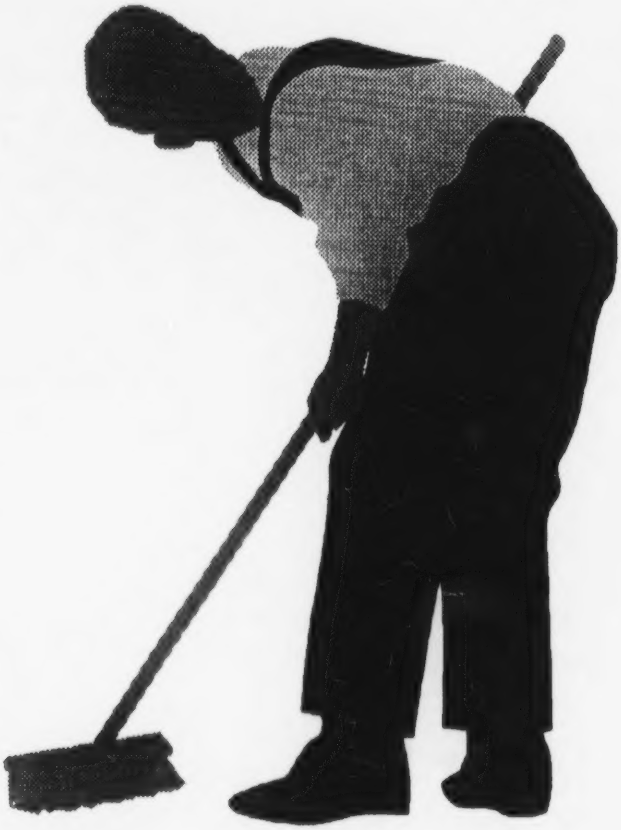
BUSY, BUSY, BREAK

by Raul O. Jr.

B. O. P.

Today I was very busy at work. I had to sweep the streets and pick up paper all around the plant. Tomorrow I will have another busy day because I have to clean up in the BTGP turn around. But last week was the best because I had a good spring break.



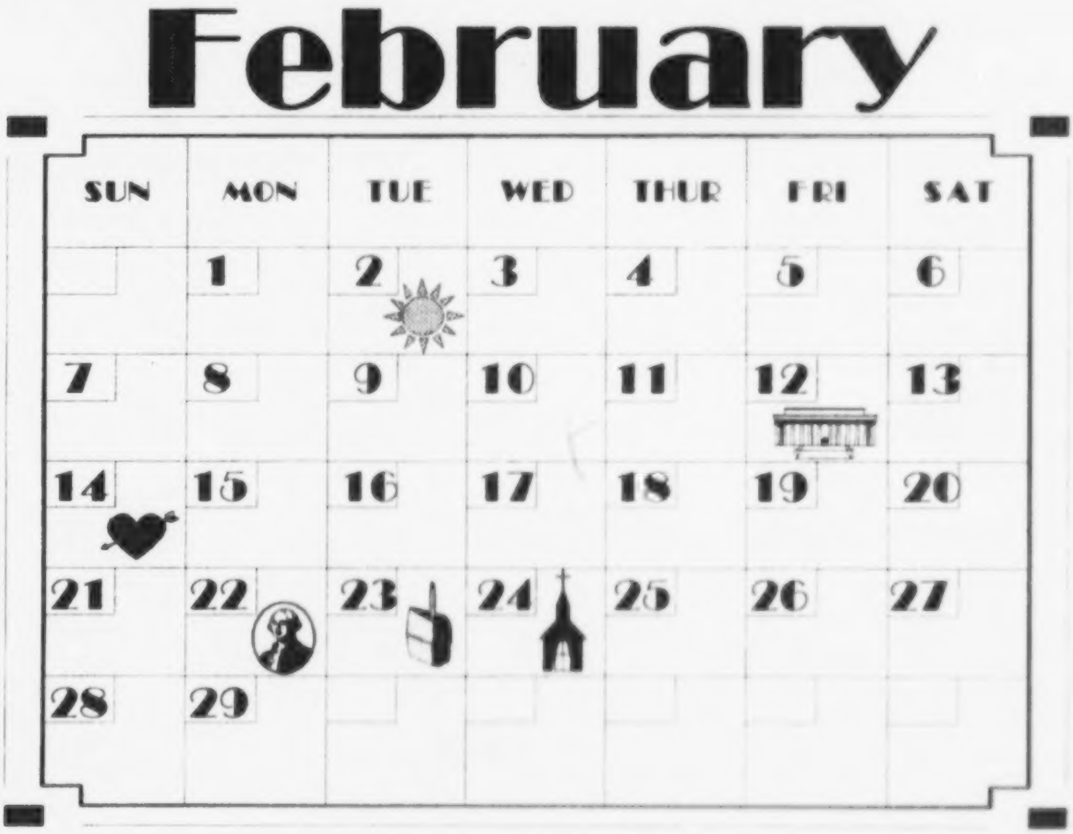
FEBRUARY

Manuel D.
B.O.P.

February is the second month of the year. February has 28 days, but every four years February has 29 days. This is called leap year. Leap year was in 1992 and will happen again in 1996.

February 2nd is Ground Hog Day. If he sees his shadow, we will have cold weather for six more weeks.

On the 12th is President Lincoln's Birthday. The 14th is Valentine's Day. On the 22nd is President Washington's Birthday. My birthday is on February 23rd and the 24th is Ash Wednesday.



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7	8	9	10	11	12	13
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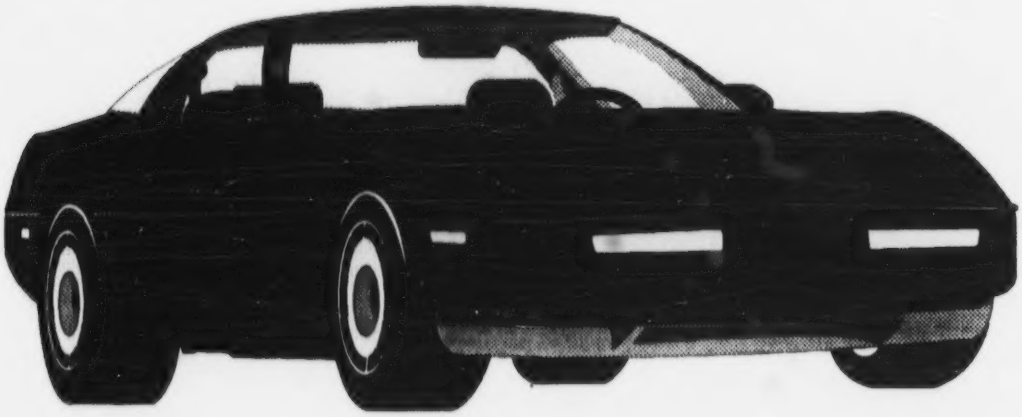
21	22	23	24	25	26	27
28	29					

THE CAR

by Lupe C.
B.O.P.

I went to the car show and they had lots of cars. They had a car that was 2.0 liters, 16 valves, turbocharged and had ten speakers. It is a Pontiac Sunbird. I really like that car. I hope I can own one. The car would run on 190 horsepower.



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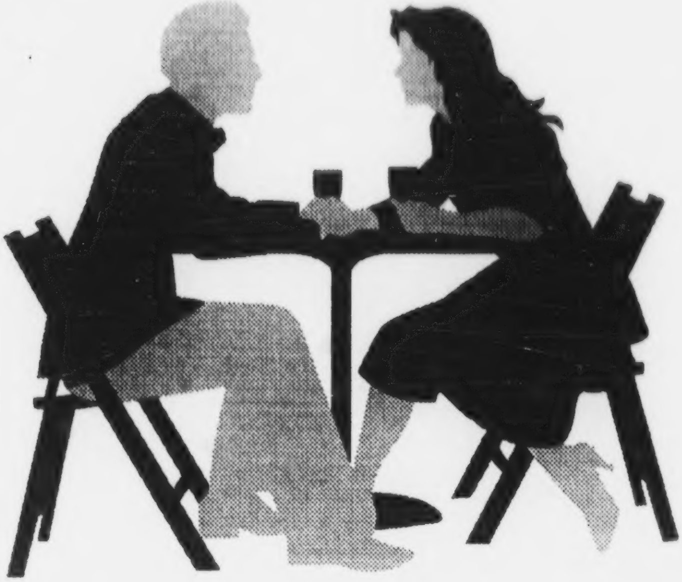
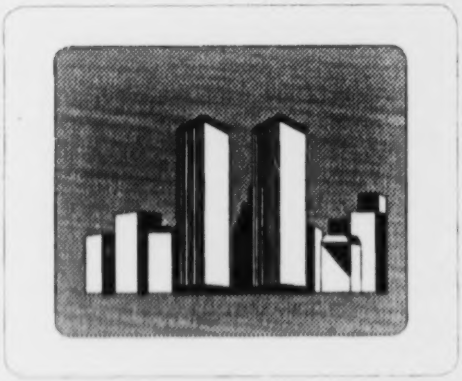
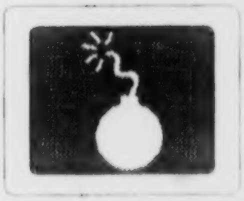
A GOOD SISTER

by Pedro C.
B.O.P.

I live with my sister. She is good to me. She makes breakfast for me. She fixes lunch for me to take to work every day. She washes clothes and irons them. I am very happy with my sister.







A SHORT STORY

by Manuel D.
B.O.P.

In this year, too many bad things have happened.

This past Friday there was an explosion in the World Trade Center. All the people were evacuated from their rooms and offices. Some of the people were sick from smoke that they had inhaled.

Also, in Waco, Texas there is a cult that is heavily armed with assault weapons. The cult has been surrounded by federal agents for days.

In Miami, Florida a train hit a fuel truck carrying gasoline and there was a big explosion.

EASTER SUNDAY

by Margarita A.
B.O.P.

April 11 was Easter Sunday. In the morning we went to church. In the afternoon we went to the park. We hid some eggs for the kids. Then we had a barbecue. We ate chicken, ribs, meat, rice, beans and had a Coke to drink.

SPEAKING ENGLISH

by Manuel D.

B.O.P.

Thank you for having me in your class and teaching me so much. In the three years I have been in your class, I have learned how to speak English and how to write in English. I want to also thank you because I can now talk to my grandchildren in English. They understand me and that means a lot to me.

Thank you again.

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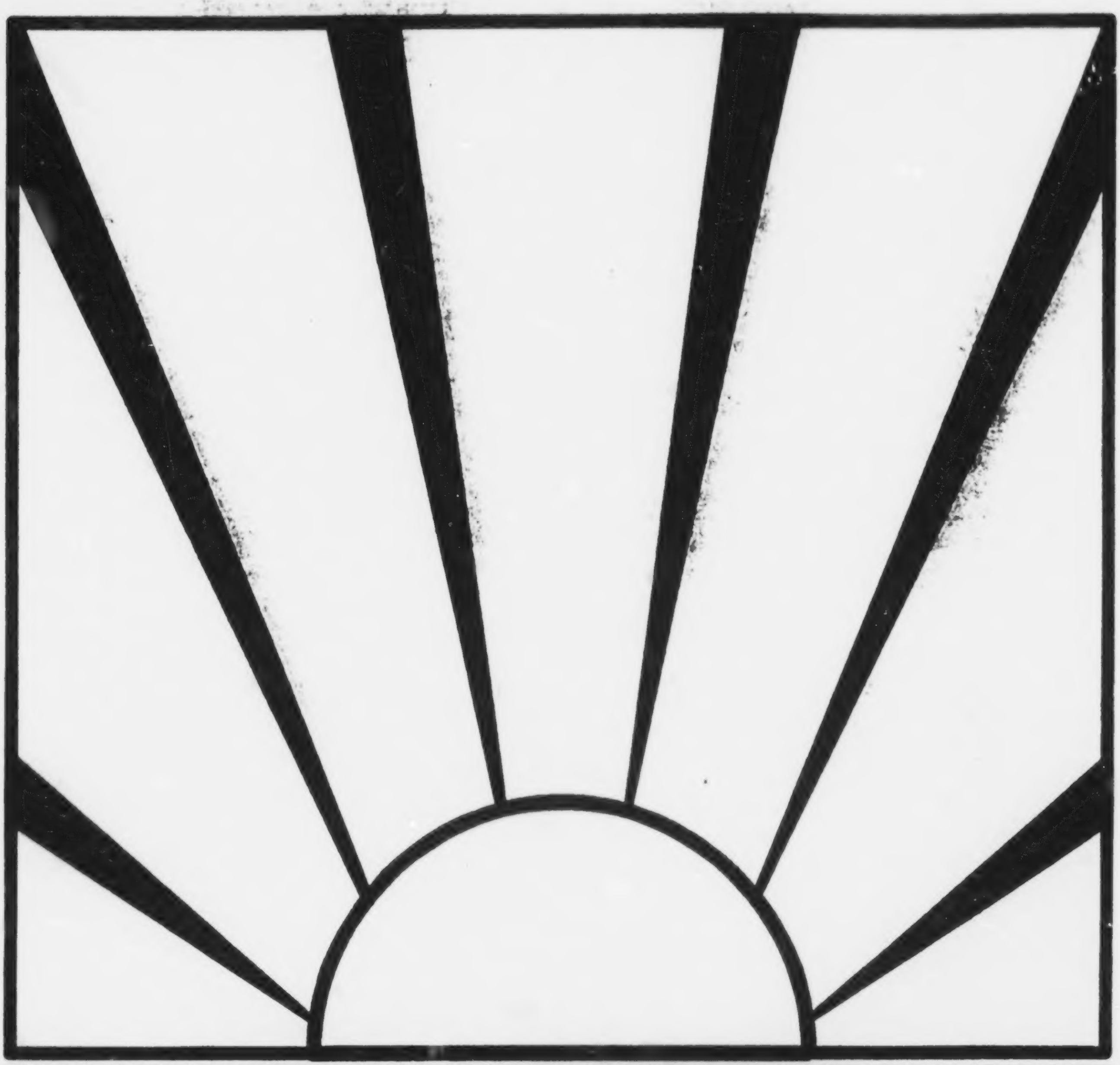

BRIGHTER HORIZONS

a journal comprised of the writings of participants in
Literacy Volunteers of America/Sterling Municipal Library

Baytown, Texas
No. 26, October 1993

BRIGHTER
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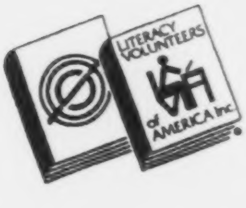
LITERACY VOLUNTEERS
of
AMERICA Inc.

Literacy Volunteers of America/Sterling Municipal Library
No. 26, October 1993

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Literacy Volunteers of America/Sterling Municipal Library
Mary Elizabeth Wilbanks Avenue
Baytown, TX 77520
713/427-7331

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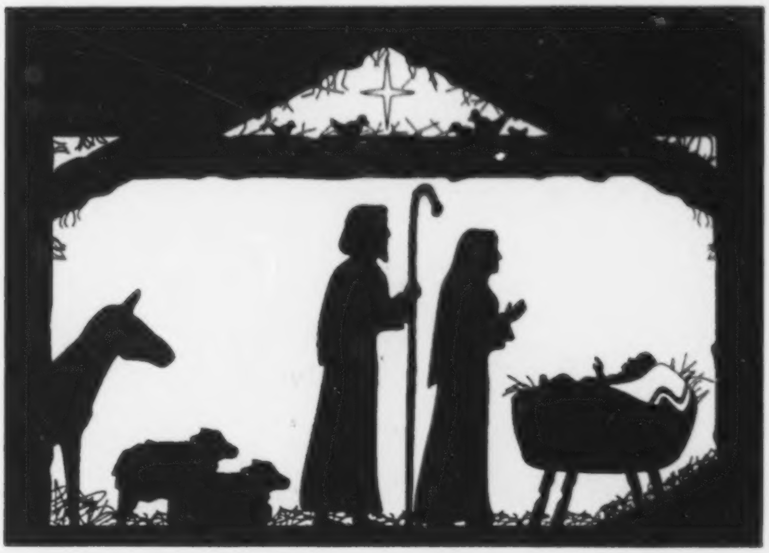
Christmas Celebration

by Teresa R.

This last Christmas was very happy for me. I was with my family in Mexico. It was wonderful to be with my parents. In fifteen years, this was the first Christmas that my parents, my family, and I were together.

Christmas in my town is very special. In my town we really celebrate the birth of Jesus. It is the most special day in the whole year.

During the night, twenty-four people wait for the rooster to crow. At that time they start to sing songs. The songs talk about Jesus and the Virgin Mary. All the children and adults kiss baby Jesus and get candy. When the songs are finished, one person lays the baby Jesus in the *nacimiento* or stable. Next, the people start to celebrate and send food to friends and neighbors. Everybody looks happy and enjoys the birth of Jesus.



Bessie Kilgore Busch

by Monica P.

I would like to introduce you to Bessie Kilgore Busch, life-time resident of Baytown. She was born Aug. 16, 1900, in Cedar Bayou, Texas, to Mr. and Mrs. Kilgore. There were only a few days between her birthdate and the hurricane of 1900 that hit Galveston.

Her mother was born aboard the ship "Danubina" that carried Bessie's grandparents from England to the U.S.A. Bessie's grandparents owned large portions of land in and around Cedar Bayou. They donated the land known as Roseland Park.

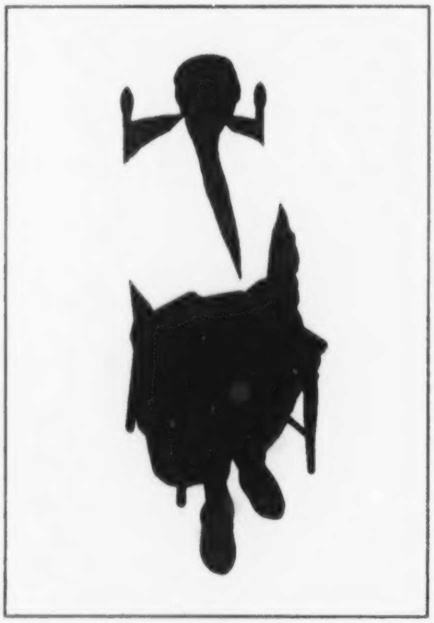
Bessie's father was a ship builder, farmer, and sheep rancher. Her sister, Ethyl, was born in 1907.

While attending Cedar Bayou School, Bessie met W.F. Busch. After completing school, he served in World War I. After his return from the war, he and Bessie were married. He later became president of First National Bank of Baytown, as well as a businessman.

Bessie loved being a homemaker, even though she and Mr. Busch had no children. She was an active member of Cedar Bayou Methodist Church. She sang in the choir and for weddings, funerals and other occasions. She was very involved with the community.

Mrs. Busch has seen history in the making in her hometown. She remembers dirt streets in downtown Baytown and wagon trips to Houston that could take a day and a half. She rode ferries across waterways before there were bridges. She watched as the Baytown-La Porte tunnel was built and is now watching the construction of the Fred Hartman Bridge.

From dirt roads to interstate highways, wagon trips to jet airplanes and men in space, this lady has seen history in the making both locally and world wide; but the most important part of her life was her husband and her church family.



Tutor's note:

Monica sits with Mrs. Busch on weekends and has had an opportunity to glean, from Bessie, the information in this article. Monica has put a lot of effort into this project—reviewing information with Mrs. Busch—and cutting back so it will fit the criteria of *Brighter Horizons*.

I'm very proud of Monica.

—Nita Adcox

Jamaican Vacation

by Henley W.

I arrived in Jamaica on August 2, my first visit in 15 years. I was surprised to see the changes in Jamaica. It was as beautiful as I remembered but much more modernized. This modern look helped to improve the beauty of Jamaica. We stayed in Montego Bay in a very pretty house. Eight days was not enough time in Jamaica because we had so many places to visit. I fell in love with my country all over again. Jamaica is beautiful. I wish everyone could see how my country is blessed.

I love you,
Mom!

What Is a Mother?

By Martha G.

A mother is a wonderful person. She stays in the house all day and takes care of nearly everything pertaining to that place called "the home." She sees that the children are up early enough to prepare for school. When they leave, Mother makes the bed and cleans the kitchen. Sometimes she makes herself a good breakfast. Then she watches the news and takes a nap. While napping, she thinks about what she will cook for dinner. Soon after that Mom takes her grandbaby for a walk. While she is walking, she is looking forward to her kids coming home from school. They usually say, "Good afternoon, Mom," and kiss her on the cheek. There are also big hugs from the kids to Mom. Mother is happy. She feels good.

Thank God for a mother.

Shows I Like Best

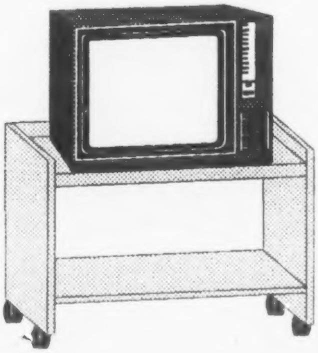
by Lucy H.

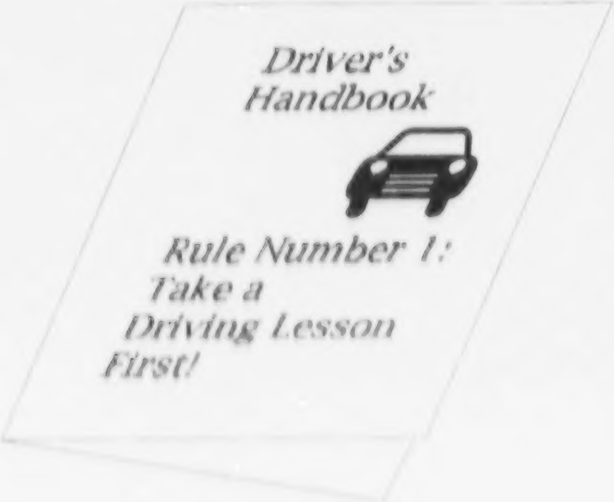
The shows that I enjoy watching most are *The Cosby Show, Rosanne, Full House, Kate and Allie, Mr. Belvedere, Family Matters, Golden Girls* and *A Different World*. These shows are very entertaining. We can learn things, such as how to deal with drugs or troubled children. They have very respectful actors. All their scenes have clean language. I like that very much.

I also enjoy watching game shows: *Password, Jeopardy, Concentration*, and *The Price is Right*. These programs are very educational. You learn new words and meanings.

I also like talk shows such as Geraldo Rivera, Oprah Winfrey, Sally Jesse Raphael, Merv Griffin, and Phil Donahue. The pro-and-con discussions on these programs are very interesting. Many people have problems. You learn from them. We should learn about all the different problems and do better when we come to a particular problem.

I also like watching movies from the 1940's and 1950's because they are good and have very respectable scenes and language.





Learning to Drive

by Eugene L.

All the people in the United States want to learn to drive a car. I was no different.

A friend of mine, Mose Montay, owned a big 1939 Buick. I rode with him often enough to see what he was doing. I watched him shift gears, use the clutch, feed the gas with the foot pedal, and turn the steering wheel.

I thought I could do it too.

One day we were riding together in his car. He stopped for something. When he got out of the car, I tried to drive it.

I ran into a tree!

I didn't damage the car, and Mose laughed about it. That was lucky for me.

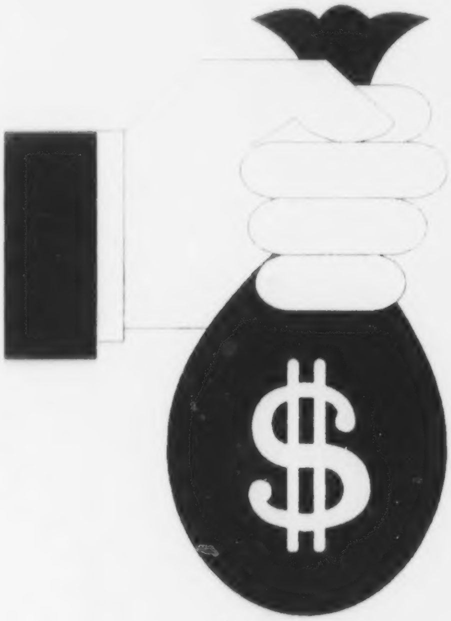
After I got into the service, I was taught to drive. My trainer was Sgt. Jackson. I was in the training for three weeks.

Then I passed the driving test and got my license. I've been driving ever since.

My First Job

by Everardo G.

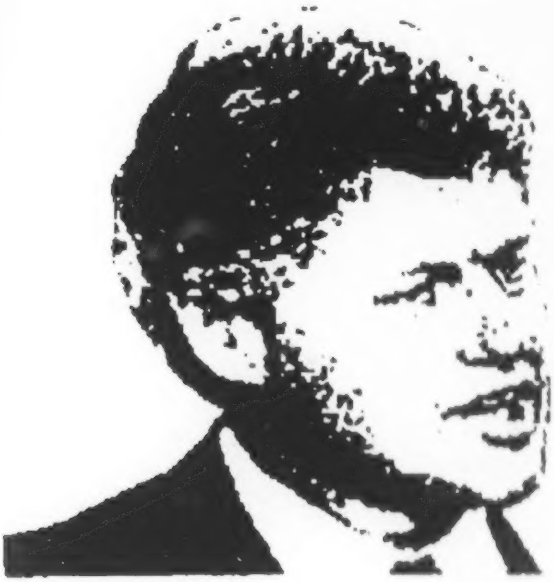
My first job, when I came to the U.S.A. in 1980, was working at a machine shop. It was located on Bandera Street in North Shore. I didn't know anything about machines. But I learned how to use them. I didn't understand English either. The person in charge of the work kept telling me to learn to speak English and then he would give me a raise. When I learned a little English, I asked him to give me more money. I worked for that company for about five years.

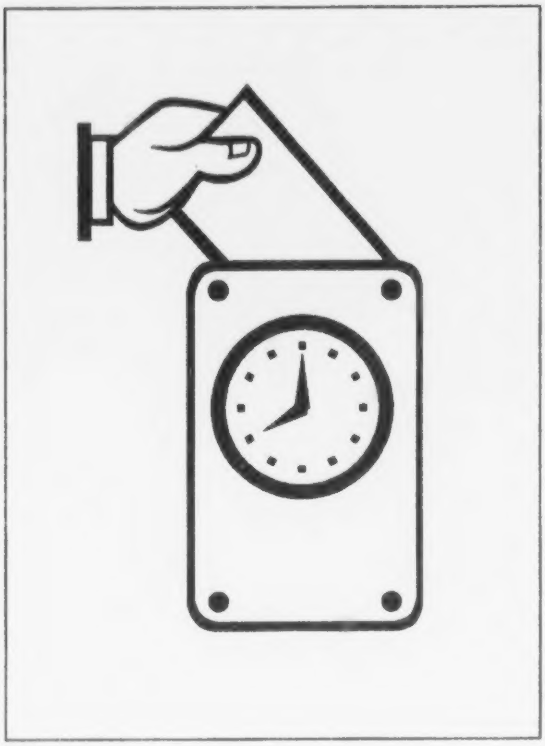


A New President

by Margarita A.
B.O.P.

We have a new president. His name is Bill Clinton. He has four years in the government. He will get more jobs for Americans. The country may get better.





MY JOB

by Raul O.
B.O.P.

My work is with U.S.C. at Exxon. My boss is Frank. On the crew are Pedro, Denio, and Jenero. I come to work at 6:00 a.m. I start work at 7:00 a.m., but I like to get to work early in case of an emergency. What we do is pick up all the trash in the plant and also do something called "bottled air watch". We pick up the paper in the offices and move furniture. We also fix plumbing. I have a total of four years in the plant—one year with H.B.Z. and three years with U.S.C.

My Duties

by Margarita A.
B.O.P.

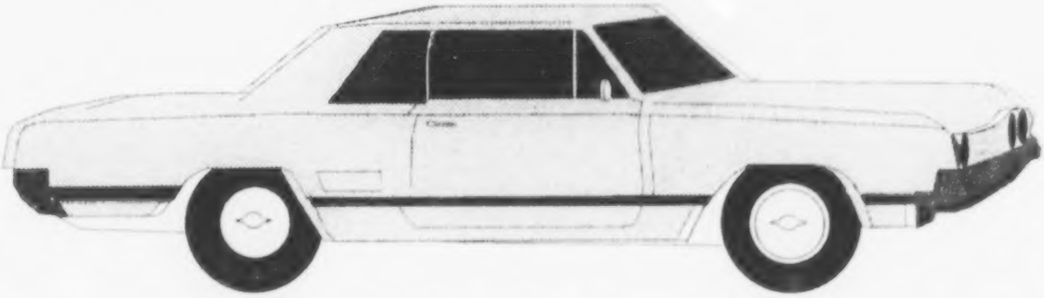
I like my job. It starts at 8:00 a.m. I work till 4:30 p.m. My duties are to clean all the bathrooms in the Control Center Building. I see that they are kept clean throughout the day.

My lunch is from 11:30 to 12:00. I also take a break in the morning at 9:00 a.m. My job is important to me.

My Car

by Raul M., Jr.
B.O.P.

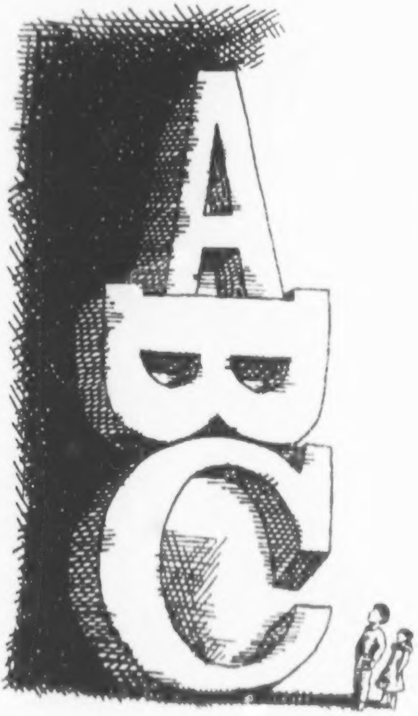
I am very proud of my car. It is a 1984 four-door Chevrolet Caprice. It has a 305 c.i. motor and automatic transmission. It is maroon in color with the original paint. I wax it a lot. I change the oil, plugs, gasoline and filter. I have put in a carburetor kit. It has dark tinted glass. It has 93,000 miles on it, but it doesn't use oil. It looks like new.

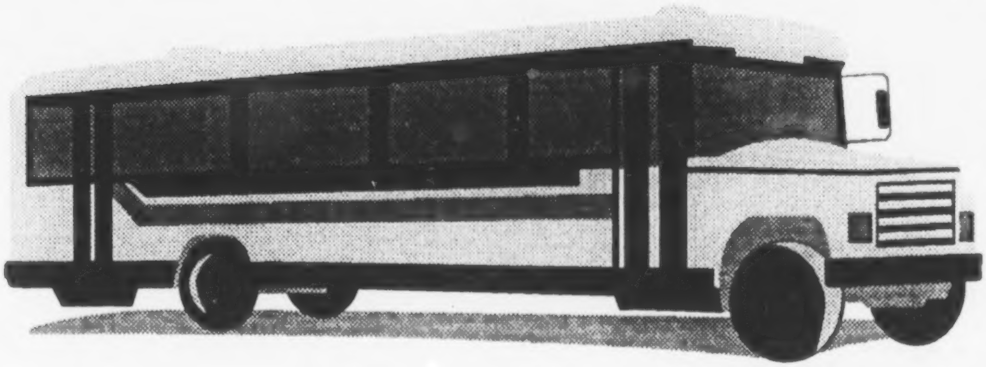


Learning English

by Jose de Jesús V.

I want to talk about the big benefits of the literacy program at Sterling Municipal Library. When I came for the first time, I was nervous because I was very low in reading, writing, and conversation. My English was not so good. Now I'm very happy because I have made a lot of progress in learning English. My tutor is very good, and she helps me with everything. I think this program is "number one" because now i do not have the same problems in my job. Now I can file all papers by myself, and I can understand almost everything in my job. Thanks to all those who work in this program, many people have benefited from learning.





The Trip to Disneyland

by Maria C.
"Families Learning Together"
Carver Elementary

When I was in elementary school, a teacher (I never knew his name) planned a class trip every year. I called these trips "excursions".

The first trip that I took was to the San Diego Zoo in California.

I can't remember how many trips I took, but I enjoyed them a lot.

The last excursion that I went on was to Disneyland. I was in the sixth grade. My mom did not have enough money to pay for this trip. It cost eleven dollars at that time. When I was in fourth grade, I had opened a savings account. At that time I had about $15 to $18 in my account. I talked with my mom about paying for the trip myself and taking extra money with me for expenses.

What To Do After An Accident

by Lucy H.

Most car owners have auto insurance to cover accident costs. However, many people panic and don't know what to do next.

Insurance experts say we need to prepare ourselves for accidents. The right actions could save lives and money.

The first thing we should do is stop the car. Get help if anyone is hurt and have someone call the police. Tell the police if and how many people are hurt and what the injuries are. Meanwhile do what you can for the injured, but try not to move anyone. Moving a person can make the injury worse.

Try not to alter the scene of the accident too much, but do try to protect your car from more damage. You can also set up flares or move the car to the side of the road.

Give police all information and write down names and addresses of everyone in the accident. Also get the names and addresses of everyone who saw the accident. Write down the license number and the insurance company of each driver.

If you ever hit an empty parked car, try to find the owner or leave a note with your name, address, and phone number.

Call your insurance company as soon as possible. Ask your agent what to do and what forms you need to fill out. Give copies of all legal papers to your insurance company. The company will represent you if a claim is made against you.

Also keep records of your expenses. These may include medical and auto repairs, or even statements of lost wages. Some insurance companies will reimburse you for these expenses.

The Literacy Program

by Edwardo B.

I am a student in the literacy program, trying very hard to learn to read and write. I never thought about reading or writing, as I never had to prove to any one that I could read or write. But then one day last year, I had to take a test at my job. I remember how embarrassed I was because I could not pass it. So I got into the literacy program with hope of learning to read.

My tutor is a wonderful person who has taught me that I can learn. I hope that when I learn to read and can feel confident in myself that I can help someone else to read and write. I wish I had started this program a lot sooner. I hate to think of all the fun things that I have missed by not knowing how to read.

My tutor, Mrs. Liles, has given me the encouragement to believe in myself; she has made a big difference in my life by teaching me to read. Mrs. Liles, may God bless you and other tutors who work so hard to make that difference in our lives.

My Favorite Day

by Judith R.

My favorite day is Friday because it is the end of the week. Some months ago, one teacher told me: T.G.I.F. I asked, "What did you say? What is T.G.I.F.?"

She said, "Thank God it's Friday."

"Yes it is good that today is Friday because tomorrow is Saturday," I said. "I don't get up early. I don't make lunch for anyone. I don't worry because it is late."

I like my work very much; but if I need to take time for my house, I can on Saturday. I clean my house. I wash all my family's clothes, and sometimes I cook some food for my family.

T.G.I.F.!

When I Went To Live In Guadalajara

by Maria C.
"Families Learning Together"
Carver Elementary

When I went to live in Guadalajara, I was happy to start a new life with my sister's family.

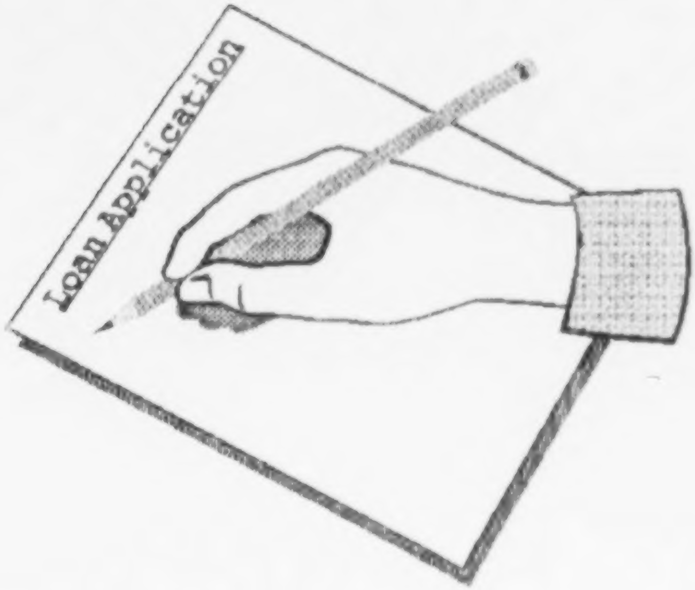
But at the same time, I was sad. I left behind in Tijuana my mother, sister, brother, friends, school, and the city where I had lived for nine years.

I had returned to the city where I was born. I had to learn to know the city again and start to make new friends.

I had to fill out many applications to try to continue my education in Guadalajara. There was a new kind of school program. I had to attend classes six days a week. I went to two different schools in the first semester and three different schools during the second semester.

I liked living and studying in Guadalajara.

Guadalajara
MEXICO



Caribbean Tank Cleaning Service

by Damian D.A.

This company will be a tank cleaning facility. The company will clean only mobile tanks for chemical transporting companies. The services we plan to provide are cleaning inside the tank, making a visual inspection, and replacing all worn out gaskets.

The business will be run by a manager, an assistant, and three supervisors—one for each shift. There will be four departments in this business: services, maintenance, water treatment, and waste coordination.

In order to achieve this dream of mine, there are many things to do. I have only done one, that is obtaining a business planning worksheet. There are many more things that need to be done before this business can come to pass. First, I need to be able to read better and understand the loan application.

There are many more things to do than I ever dreamed.

THANK YOU!

A special "thank you" to the students. A special "thank you" to the tutors. Working together, you make this journal possible.

The articles come from students in five different programs:

Basic Reading Program —
    Sterling Municipal Library

English as a Second Language (ESL) —
    Sterling Municipal Library

Families Learning Together —
    Carver Elementary School
    San Jacinto Elementary School

Families Reading Together —
    Carver Elementary School

Occupational Literacy Program —
    Exxon Baytown Olefins Plant

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